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An Annotated Bibliography on Auxiliary Personnel in Education; with Selected Titles Relevant to Training Auxiliaries (Paraprofessionals) and Teachers for Partnership in a School Setting.

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This annotated bibliography surveys the literature since 1960 on paraprofessional school personnel. Entries are divided into four major categories: the school system (204 items), preschool education (15 items), elementary education (48 items), and secondary education (16 items). Each category is then subdivid"d into (1) general concepts, (2) models of actual programs, and (3) training guides and manuals. There are no entries under the third subdivision for either elementary or secondary education. Titles which are highly recommended for trainers and trainers of trainers are marked with an asterisk and also listed separately. An alphabetical index of titles is appended. (SG)

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INTRODUCTION

The emerging concept of auxiliary personnel in education has created a new body of literature. This Bibliography represents an attempt to survey and annotate that literature, both in relation to various grade levels and to the school system as a whole. In each of the major categories, titles are grouped under three subdivisions:

1) General Concepts

2) Models of Actual Programs

3) Training Guides and Manuals

For the total school system, titles are available in each subdivision. However, materials are not yet available in some of the subdivisions when categorized by grade level: preschool, elementary school and secondary school. For example, there are no training guides available as yet at the secondary level. Those who seek them are referred to the section on training for the entire school system.

The Bibliography attempts to meet the needs expressed by many educators: administrators, program directors, trainers, teachers, supervisors and auxiliaries, as well as by community leaders and parents. It has also been designed specifically to meet the immediate need for training materials by grantees under the Education Professions Development Act.

Selected entries will be available on consignment in state education agencies throughout the country.

Since concepts are expanding and experimentation is on the rise, the focus of this Bibliography is on the literature produced since 1960.

It is anticipated that programs developed under the Education Professions Development Act will add a new dimension which will be reflected in the developments of the seventies.

TITLES HIGHLY RECOMMENDED
FOR TRAINERS
AND TRAINERS OF TRAINERS

Auxiliary School Personnel: A Statement by the National Commission on Teacher Education and Professional Standards. Washington, D.C., National Education Association. 1967. Stock No. 381-11794. 20 pp. Price: $0.50

Becker, Harry A., ed. Working with Teacher Aides. A Three-In-One Resource Manual: For School Administrators, for Classroom Teachers, for Teacher Aides. New London, Connecticut, Croft Educational Services, Croft Leadership Action Folio No. 7. 1968.

Bowman, Garda W. and Gordon J. Klopf. New Careers and Roles in the American School. New York, Bank Street College of Education for the Office of Economic Opportunity. Final Report, January, 1969. 256 pp.

Carr, Constance, et al. Guide for Trainers of Education Auxiliaries. New York University, New Careers Training Laboratory.

Dady, Milan B. Auxiliary Personnel Programs in Rural America: A Design to Institutionalize Auxiliary Personnel in Education in Rural Schools of America. Morehead, Kentucky, Morehead State University for the Office of Economic Opportunity, 1968. 85 pp.

Fishman, Jacob R. and Avis Y. Pointer. New Careers: Entry-Level Training for the Human Service Aide. Washington, D.C., University Research Corporation, March, 1968. 28 pp.

Fishman, Jacob R. et al. New Careers: Generic Issues in the Human Services. Sourcebook for Trainers. Washington, D.C., University Research Corporation, 1968. 68 pp.

Fishman, Jacob R. et al. New Careers: A Manual of Organization and Development. Sourcebook for Trainers. Washington, D.C., University Research Corporation, April, 1968. 15 pp.

Fishman, Jacob and Shirley Terris. New Careers: Procedural Guide for Program Development. Sourcebook for Trainers. Washington, D.C., University Research Corporation, April, 1968.

Fishman, Jacob R. and Sheldon S. Steinberg. New Careers: The Teacher Aide. A Manual for Trainers. Washington, D.C., University Research Corporation, October, 1968. 40 pp.

Klopf, Gordon J. and Garda W. Bowman. Teacher Education in a Social Context. New York, Mental Health Materials Center, Inc., July, 1966. 352 pp.

Martenson, John and Martha Dix Graham. Training Teacher Assistants in Community Colleges: A Survey of Experience to Date. Washington, D.C., Communications Service Corp., 1968. $4.00

New Partners in the American School: Study of Auxiliary Personnel in Education. New York, Bank Street College of Education for the Office of Economic Opportunity, 1967.

Noar, Gertrude. Teacher Aides at Work. Washington, D.C., National Education Association, Commission on Teacher Education and Professional Standards. (Stock No. 381-11798). 1967.

Paniagua, Lita and Vivian C. Jackson. Role Play in New Careers Training. New York University, New Careers Training Laboratory. 1968. 50 pp.

Riessman, Frank. Issues in Training the New Nonprofessional. New York, New York University, New Careers Development Center, March, 1967. 29 pages (Prepared for Subcommittee on Training, National Manpower Advisory Committee.)

Riessman, Frank. "Strategies and Suggestions for Training Nonprofessionals," Community Mental Health Journal, v. 3, no. 2, Summer, 1967. pp. 103-110.

Riessman, Frank and Hermine Popper. Up from Poverty: New Careers Ladder for Nonprofessionals. New York, Harper and Row, 1968 $7.95

SRI Teacher Aide Training Systems Kit. New York, The Macmillan Co., 1967.

SRI Educational Team Effectiveness Laboratory. Scientific Resources Inc., Union, New Jersey, 1969. (Soon to be available.)

Steere, Caryl, et al. *Indian Teacher-Aide Handbook*. Tempe, Arizona, College of Education, Arizona State University, December, 1965. 161 pp.

Teacher Aide Program: A Research Report of the Minneapolis Public Schools. Minneapolis, Minnesota, Special School District No. 1, 1966. 37 pp.

Teacher Aide Program: A Research Report of the Minneapolis Public Schools. Minneapolis, Minnesota, Special School District No. 1, 1967. 21 pp.

Weisz, Vera C. *A Junior College's Approach to Training Auxiliary Personnel in Education*. Washington, D.C., Research and Demonstration Division, Community Action Programs, U.S. Office of Economic Opportunity, June, 1968. 66 pp.

NOTE: The above items are indicated in the Bibliography with an asterisk (*), and are annotated therein.

SCHOOL SYSTEMS

General Concepts

Abrahamson, Joan and Gennelle Caldwell. "The native as an aide in the classroom," DFL, v. 6, no. 4, pp. 11-12.

> Suggests there is a positive value in use of teacher aide speaking native tongue in foreign language class; discusses aides as resource persons on culture and conversation, as well as drill and group practice; suggests aide, as member of team, can help teacher develop own conversational skills.

"Aides -- paraprofessionals," Nation's Schools, v. 79, no. 4, April, 1967, p. 73.

> Presents definitions of paraprofessionals as persons assisting teachers in essentially nonteaching duties; offers rationale for improving instruction by providing more time for planning and preparation via use of aides; discusses extent and use of aides and evaluates aides as lay readers; suggests a need for close communication between teachers and aides, and lists exemplary schools employing aides.

"Aides v. auxiliary: N.A.S. accusation," Times Educational Supplement, no. 2700, February 17, 1967, p. 543.

> Raises the question of whether teacher aides are a help or whether they are employed as a substitute for better teaching and smaller classes.

Anderson, Robert H. "Organizational character of education: staff utilization and development," Review of Educational Research, v. 34, no. 4, October, 1964, pp. 455-469.

> Studies utilization of nonprofessionals to supplement or assist teachers; indicates that utilization is widespread but limited in scope; concludes that there is a need for further study of recruitment, selection, training and supervision of nonprofessionals.

Anderson, Robert H. "The people who work with teachers," Teaching in a World of Change. New York, Harcourt, Brace and World, 1966. pp. 109-131.

General Concepts (cont'd)

Extensively reviews efforts that are being made to maximize teacher efficiency through the utilization of support personnel by attempting to shed light on emerging career roles in the schools and on the ways in which existing roles are changing.

"Auxiliaries in every school? Labour will end selection at eleven." Times Educational Supplement, no. 2854, May 1, 1964, p. 1170.

Presents thoughts of Lord Newton, Minister of State for Education and Science, England, that recruitment of auxiliaries would benefit the schools and raise the standard of the teaching profession.

"Auxiliaries: N.U.T. objection," Times Educational Supplement, no. 2606, April 30, 1965, p. 1329.

National Union of Teachers fears that auxiliaries may be used freely as teachers, and teacher substitutes, though not fully qualified.

Auxiliary school personnel: a statement by the National Commission on Teacher Education and Professional Standards.* Washington, D.C., National Educational Association. 1967. 20 pp. Stock no. 381-11794. Price: $0.50

Prepared for the "Year of the Non-Conference." Makes suggestions on practical aspects of the utilization of auxiliaries: selection, recruitment, qualifications, duties, costs, and evaluation; explores professional attitudes toward auxiliaries; offers certain cautions; cites possible benefits; concludes with NCTEPS position statement on utilization of auxiliaries.

Barr, Sherman. "A professional takes a second look," American Child, v. 49, no. 1, Winter, 1967, pp. 14-16.

Raises and answers questions about the use of aides; suggests that the "know-how" required by the aide in relating to the poor is overrated; indicates that aides are not enthusiastic about working with poor, that employment tends to separate them from the unemployed poor.

General Concepts (cont'd)

Battle, Mark. "The pitfalls," American Child, v.49, no.1, Winter 1967, pp. 17-19.

> Discusses some pitfalls the new careers movement faces, such as: jobs being dead-ended, only certain types of jobs being open to the poor, many jobs being merely "made work," not meaningful or necessary, and jobs being set at a low salary scale; stresses need for training supervisors for the new tasks that should be developed.

Benjamin, Judith. Civil service and the poor. New York University, New Careers Development Center. n.d. 15 pp.

> Discusses need for job redesign in the civil service system to meet the changing manpower needs and to provide opportunities for the poor and nonskilled; suggests flexibility in job requirements and reevaluation of entry level educational requirements.

Blessing, K.R. "Use of teacher aides in special education: a review and possible application," Exceptional Children, v.34, no.2, October, 1967, pp. 107-113.

> Reviews use of teacher aides in special education classrooms; discusses current role of aides and current functions; projects possible use of aides in assisting with instructional tasks in future; includes discussion of current research in area.

Brody, Adele. Career-oriented training: a necessary step beyond job training. New York University, New Careers Training Laboratory. n.d. 6 pp.

> Points up paradox of many job vacancies and high level of unemployment among the poor due to lack of adequate job skills; suggests remedy through the new careers system where job advancement occurs through increased skill and education; discusses career ladder; recommends short cutting the time necessary for degree attainment.

General Concepts (cont'd)

Brunner, Catherine. "A lap to sit on, and much more!" Childhood Education, v.43, no.1, September, 1966, pp. 20-23.

> Emphasizes the positive values of employing teacher aides in classroom who perform more than clerical functions; suggests selection procedure, duties; points up the need for inservice training program for aides.

Clarke, Johnnie R. "A proposal for a teacher aide training program: a two-year program in a community junior college can fill a vital social and classroom need," Junior College Journal, v.36, no.8, May, 1966.

> Indicates increased remediational work for the teacher is expected as a result of the 1964 Civil Rights Act; suggests teacher aide program would provide teachers with more time to carry out extra work.

Clement, Stanley L. "More time for teaching," The Bulletin of the National Association of Secondary Principals, v.46, no.278, December, 1962, pp. 54-59.

> Discusses use of teacher aides; suggests differentiation of professional, semi-professional and paraprofessional roles would raise level of teaching; includes discussion of team approach, recruitment suggestions and arguments against use of aides.

"A cold look at the auxiliaries debate," Times Educational Supplement, no.2612, June 11, 1965, p. 1826.

> Presents policy statement of National Union of Teachers; lists the kind of duties that welfare assistants should be able to perform; believes that the assistant must work under the direction of and be responsible to the classroom teacher.

General Concepts (cont'd)

Collis Nicholis. "The non-teacher," New York State Education, v.54, no.8, May, 1967, pp. 22-23.

> Suggests that increase in individualization of teaching in the classroom has created need for new staffing patterns; indicates that training paraprofessionals can be useful in relieving the teacher of many tasks thereby enabling the teacher to fulfil professional role.

Community action: the nonprofessional in the educational system. CAP, Office of Economic Opportunity, Washington, D.C. 20506. July, 1966. 19 pp.

> Discusses need for training nonprofessionals for work in the schools; describes types of training programs, and selection of aides for training; presents survey of training programs; suggests sources for planning help and finding methods of coordinating with other programs.

Cutler, Marilyn H. "Teacher aides are worth the effort," The Nation's Schools, v.73, no.4, April, 1964, pp. 67-69+.

> Contains evaluation of teacher aide programs; includes results of questionnaire indicating approval of aides; provides suggestions for starting program and comments by teachers objecting to aides.

D'Henrle, Adma, et al. "New venture in school organization, the ungraded school and the use of teacher aides," Elementary School Journal, v.57, no.6, February, 1957, pp. 288-91.

> Expresses belief that teacher aides are influential in getting parents to take their share in the education of their children; states that teacher aides also represent a way of using community potential.

General Concepts (cont'd)

Edelfelt, Roy A. "Staffing for changing patterns of organization for instruction and learning," Virginia Journal of Education, v.62, no. 1, September, 1968, pp. 15-17.

Presents rationale behind use of aides and relates it to professionalism; briefly speaks of the potential of EPDA; calls for reexamination of role and function of the teacher; makes recommendations for local groups to begin the reexamination process of schools and to consider use of teacher aides.

Edelfelt, Roy A. "The teacher and his staff," Virginia Journal of Education, v.60, no.8, April, 1967, pp. 11-13.

Deals with the teacher at two levels of the profession: 1) as professional with staff, performing supervisory work as well as teaching, and 2) as the intern or beginning teacher; discusses the future possibilities of greater effectiveness as a function of greater utilization of teacher aides.

Egerton, John. "Quasi-teachers: a growing breed," Southern Education Report, v.1, no.4, January-February, 1966, pp. 2-7.

Presents historical background on development of "quasi-teacher" --a nonprofessional serving in a school, lacking a degree and whose present status is under discussion; discusses certification duties, hierarchies of responsibilities, varying categories of preparation, classification and salary.

Engbretson, William E. "Creative programs in teacher education," National Education Association Journal, v.55, no.9, December, 1966, pp. 45-47.

Discusses urban programs for the disadvantaged, teacher training, the use of educational technology, the interrelationship between higher education and the public schools; briefly mentions three teacher aide training programs where there was a coordinated training program between a college and a community program.

General Concepts (cont'd)

Esbenson, Thorwald. "Should teacher aides be more than clerks?" Phi Delta Kappan, v. 47, no. 5, January, 1966, pp. 237.

Raises question of capacity of teacher aides to function other than as clerks; categorizes aide as potential instructional aide with expanding role, as teacher plays role of diagnostician and decision maker.

Felton, Nadine. Career incentive plan for higher education of nonprofessionals. New York University, New Careers Development Center. August, 1967.

Evaluates the Scheuer (new careers) amendment suggesting that it will help to solve the problem of lack of certified teachers by providing training opportunities for nonprofessionals to become professionals; notes that career-oriented education requires time off for training and suggests specific levels and methods for acquiring the college education while working.

Fisher John K. "Subprofessionals in pupil personnel services," The Bulletin of the National Association of Secondary School Principals, v. 52, no. 324, January, 1968, pp. 49-57.

Indicates general needs and trends in education and suggests that counselor aide duties be described; presents rationale and recommendations for use of counselor aides; supports APGA recommendations.

Fishman, Jacob R. et al. Position descriptions for new careers: a sourcebook for trainers. Washington, D.C., New Careers Development Program, University Research, Inc. 1968. 184 pp.

Presents a collection of position descriptions intended to assist in the job development phase of the new careers program; includes descriptions of a variety of entry level positions in human services and some second and third level positions; suggests outline for career line; discusses restructuring existing positions; includes title of position, general description, position controls, duties and responsibilities, and qualifications; includes positions in community agencies, institutions, public school education, law enforcement, social services, correction and rehabilitation, housing, employment services.

General Concepts (cont'd)

Grant, Gerald. "Teacher aides fill many jobs in schools," Washington Post, February 20, 1966.

Presents statistics on increased utilization of teacher aides in past five years; gives examples of projects funded under new Elementary and Secondary Education Act showing that more aides than teachers were hired; concludes with suggestions for better utilization of teacher aides.

Greenberg, Barry. Review of the literature relating to the use of nonprofessionals in education (1942 to 1967). New York University, New Careers Development Center. November, 1967. 18 pp.

Reviews literature citing several authors on same topic; develops historical background of field; deals with problems of utilization of aides, rationale, educational requirements and training as it is reflected in the literature.

Hanson, E.H. "Time for educational technology," Education, v.87, no.2, October, 1966, p. 127.

Suggests that professional tasks be kept for the professionals and that tasks which can be delegated should be delegated; notes possibility of aides as a way of achieving NEA goal of 15 hours of classroom teaching and 25 hours of planning, conferences, study and counseling a week.

Harding, A.C. "How teacher aides feel about their jobs," National Education Association Journal, v.56, no.8, November, 1967, pp. 17-19.

Describes types of persons engaged as teacher aides and the variety of duties performed; discusses tasks that Mrs. A does and how she feels about her position; describes Mrs. B. as being dissatisfied with her role while Mrs. A. is satisfied with her role; describes Mrs, C. as a center city mother.

General Concepts (cont'd)

Hawkins, Warren. "Volunteer in school health program," National Elementary Pricipal, v.46, no.6, May, 1967, p.29.

Discusses utilization of volunteers who have completed first aid courses.

Heinemann, F. "Defining duties of aides," Minnesota Journal of Education, v.44, no.4, November, 1963, p. 19.

Mentions semiprofessional and nonprofessional duties that aides can perform.

Herman, Wayne L. "Teacher aides: how they can be of real help," Grade Teacher, v.84, no.6, February, 1967, pp. 102-103+.

Presents lists of suggested tasks, already tried in schools, which ease teachers' load without conflicting with classroom instruction; divides list into two parts: 1) routine jobs requiring no instructional skills, and 2) more advanced duties involving some instructional responsibility.

Hodges, Oliver. "Assignment of the teacher aide," The Oklahoma Teacher, v.47, no.6, February, 1966, pp. 10-11.

Reviews and discusses questions about aides, their value, their utilization; presents guidelines for their use; conludes that the prime use of aides is to facilitate instruction, enhancing the quality and quantity of learning experience; suggests long-range program planning as necessity and factors to be considered for such planning.

General Concepts (cont'd)

Hornburger, Jane. So you have an aide: a guide for teachers in the use of classroom aides. Wilmington, Delaware Public Schools. 1967. 38 pp.

> Investigates the expanding role of teacher aides as reflected in the literature; defines teacher aide in terms of functions; deals with the relationship of teachers and aides on questions of rapport, orientation, and career development planning; provides answers to some questions about certification and suggests readings in the field.

Howe, Harold. "Changing the pecking order: a credential society," Vital Speeches, v.34, no.3, November 15, 1967, pp. 70-73.

> Calls for change in the way we view credentials and recognize competencies.

Howe, Harold. "New faces of education," American Education, v.4, no. 4, April, 1968, pp. 2-3.

> Briefly discusses legislation that has allowed new programs in education to exist improving the process of education, and allowing a variety of people to participate in the process.

Hullfish, H. "Teacher aides--an educative opportunity?" Educational Leadership, v.14, no.6, March, 1957, pp. 381-383.

> Suggests that teacher colleges send their third-year students into the schools as preprofessionals in order to lessen the teacher shortage, and to give the students a valuable experience in the classroom.

General Concepts (cont'd)

Holzman, Seymore. "Teacher aides have a wide range of responsibilities," Senior School, v. 91, no. 2, November 30, 1967, p. 2.

Reports on panel at St. John's University Annual Teacher Congress and the New Careers Development Center at NYU; expresses belief that use of teacher aides lightens teacher's load and provides other benefits.

"Issues and answers," North Carolina Education, v. 33, no. 1, September, 1966, p. 33.

Explores question of appropriate duties for teacher aides as raised by two North Carolina professional education organizations; acknowledges that teachers' responsibility in directing the learning experience should not be delegated to aides and suggests that the nonprofessional could be involved in supervising nonlearning situations, i.e., bus duty, money collections.

Johnson, L. and Edward Pino. "Administrative team: a new approach to instructional leadership," Clearinghouse, v. 42, no. 9, May, 1968, pp. 520-525.

Suggests a new school administrative team arrangement including an administrative team assistant who would perform the professional function of organization of the team; develops the rationale and description of this team situation.

Kennedy, Emery, et al. Support personnel for the counselor: their technical and nontechnical role and preparation. A statement of policy. Washington, D.C., American Personnel and Guidance Association, October 14, 1966.

Contains rationale for institutionalization of support counselor; defines support counselor as a member of the counseling team; aims to assist counselor: 1) directly -- by giving and securing information from interviewee, 2) indirectly -- by assisting in preparation and distribution of information.

General Concepts (cont'd)

Kennedy, Robert F. "Emergency employment act of the Economic Opportunity Amendments of 1967," In the Senate of the United States, September 27, 1967. Congressional Record. (Daily ed.) 90th Congress, first session, v.113, no.153 S 13787 - 13792.

Discusses problem of unemployment; suggests realistic job training for subprofessionals is necessary to meet the needs of the times.

Kern, Alexander S. "What teacher aides can and cannot do," Nation's Schools, v.82, no.2, August, 1968, pp. 23-25+.

Discusses legal aspects of power of boards of education to expend public monies for the hiring of teacher aides; discusses court decisions in a few states regarding use of funds; presents recent legislation, and topic of liability for pupil injury.

Lewis, A.J. "Staff utilization to improve learning," Educational Leadership, v.17, no.7, April, 1960, pp. 410-415.

Emphasizes that increased individual instruction should result from a team teaching program; explores staff structure and use of teacher aides.

Lynton, Edith. "The nonprofessional scene," American Child, v.28, no.1, Winter, 1967, pp. 9-13.

Discusses problems: to redesign jobs for career opportunities, aide positions confined to entry level jobs, attracting males, poor pay and no advancement; suggests pattern for nonprofessional school and neighborhood programs of three levels.

General Concepts (cont'd)

Lynton, Edith. The subprofessional, from concept to career. Report of conference to expand and develop subprofessional role in Health, Education and Welfare, United States Office of Education. New York, National Committee on Employment of Youth. 1967. 9 pp.

Reports on expansion and development of subprofessional roles with educational requirements for hiring; discusses training as it relates to employment and job differentiation; cites need for differentiation and calls on two-year colleges, universities and vocational programs to develop training programs and to help establish differentiations.

Martenson, John and Martha Dix Graham. Training teacher assistants in community colleges: a survey of experience to date.* Washington, D.C., Communications Service Corp., 1968. $4.00.

Lists 52 selected community colleges offering courses for auxiliary personnel; includes information on type of college, scope of program, course content, how programs are perceived by students and educators.

Meltzer, Seymour and Jerry Neuman. The teacher aide--aide or maid? 1967. 28 pp. (ERIC ED 015 171, mf $.25).

Evaluates literature and research on employment of auxiliaries; describes teacher projects; focuses on duties of auxiliaries, problems faced by auxiliaries and the solutions; discusses status and utilization of auxiliaries; suggests further research to be done in the field.

"More schools recruit nonprofessionals to ease load on teachers," Virginia Journal of Education, v.56, no.8, April, 1963, pp. 10, 38.

Briefly reports about aides that grade themes, type reports, take attendance, work as locker room supervisors and hall patrolmen; includes objection to use of aides by some teachers who believe that aides lead to a break-down in the traditional relationship between pupil and teacher.

General Concepts (cont'd)

New careers newsletter. New York University, New Careers Development Center, v. 2, no. 3, Fall, 1968. 6 pp.

Presents issues dealing with the new careers concept, activities, organization, progress and various new careers programs.

"The new nonprofessional," American Child, v. 49, no. 1, Winter, 1967, 32 pp.

Focuses on the nonprofessional in reference to the new careers concept, career ladder vs. one level jobs, possible pitfalls of use of aides.

Newsletter, National Commission on Teacher Education and Professional Standards. v. 9, no. 2, June, 1966, pp. 4-5.

Gives TEPS statement on aide utilization intended to clarify issues and encourage further discussion: Aides are "auxiliary personnel brought into school to assist teachers in teaching children and youth;" analyzes present teacher tasks needed for proper utilization of aides; examines position of aide, qualifications, licensing, educational level, training, effect on teacher.

Noar, Gertrude. Teacher aides at work.* Washington, D.C. National Education Association, Commission on Teacher Education and Professional Standards, 1967. 32 pp. (stock No. 381-11798). price: $0.75

Presents positive and negative aspects of use of auxiliary personnel as issues for discussion, including: basic rationale, recruitment, selection, qualifications, duties and future use of aides; discusses current teacher attitudes toward aides.

North, Mary. "Dear Miss North," Pennsylvania School Journal, v. 114, no. 7, March, 1966, p. 317.

Presents letter to a teacher raising question of what to do with a teacher aide; shares thoughts about problem of use of teacher aide; suggests that aides need acceptance, and that it is the teacher's role to help the aide feel at ease; claims that definition of duties is necessary, and that cooperative planning between teacher and aide can be very helpful to both.

General Concepts (cont'd)

Norton, Eloise. "School libraries and volunteer help," Peabody College Journal of Education, v. 48, no. 22, July, 1965, pp. 18-20.

Points up that PTA Library Chairman and helpers supervised by librarian, free librarians for professional work. Discusses mothers' handling of circulation, story hour, mending, filing, shelving and inventory.

Pangiagua, Lita. New careers in industry. New York University, New Careers Development Center. November, 1967. 15 pp.

Discusses industrial expansion and growing manpower needs; refers to establishment of new careers programs in industry; discusses new careers steps necessary for program; cites specific companies with new careers programs.

Pangiagua, Lita et al. Role play in new careers training.* New York University, New Careers Development Center.

Presents role play techniques as an aid to implementation of new careers training programs in human service agencies.

Pearl, Arthur. "New careers concept and staff differentiation," Teacher Education: Issues and Innovation, American Association of Colleges for Teacher Education Yearbook, 1968, pp. 88-96, price: $5.00

Stresses need to examine goals, nature and staffing of schools in a technologically advanced society; concludes that school as presently constituted is irrelevant to today's society; differentiates between strategist and technician; indicates that domains of competence determine training that is needed, such as competence to negotiate with children or managment skills; discusses reasons students become disengaged from schools; concludes that schools must be rebuilt.

Pearl, Arthur and F. Riessman. New careers for the poor: the nonprofessional in human services. New York, Free Press. 1965, 265 pp.

Explores employment possibilities and training concepts for nonprofessionals in the human services; discusses school systems covering: need for redefinition of teaching role, need to

General Concepts (cont'd)

identify clusters of functions in five-stage career ladder for teacher aides, teacher assistants, teacher associates, certified teachers and supervising teachers; suggests both instructional and noninstructional tasks for teacher aides; recommends programs for AA degree for teaching assistants as step in career ladder.

Pearl, Arthur. Speech presented to National Education Association Symposium on Educational Manpower, Washington, D.C., 1967.

States that education today is "a mess;" proposes a review of educational purposes, school goals; explores four major goals of education: to provide students with wide career choice and necessary skills and experiences for citizenship, to make students culture carriers, and to help with personal, social growth; presents new careers training model with justification for its use and implementation methods.

Pearl, Arthur. "Strategy for implementing a new careers design." Excerpt from paper written for Center for Community Planning, Department of Health, Education and Welfare, January, 1968, 11 pp.

Claims no career programs exist today because present programs lack: job assurances, advancing career ladders, defined entry-level jobs, task analysis, transferability of college credit; discusses necessary steps in implementation of new careers model; presents three models on nonprofessional utilization: plantation medical model, new careers model; presents justification for new careers model being most effective.

Perkins, Bryce. Factors which have influenced the development of the role of the paraprofessional in the public elementary schools of Norwalk, Connecticut. Doctoral Dissertation. New York University, 1961. (Available at $2.00 from the Norwalk Board of Education, 105 Main Street)

Focuses on the definition of the role of the paraprofessional and the identification of certain factors associated with its development and its contributions towards new and promising practices in the public schools.

General Concepts (cont'd)

Perkins, Bryce and Harvey A. Becker. Getting better results from substitutes, teacher aides and volunteers. Successful School Management Series. Englewood Cliffs, New Jersey, Prentice-Hall, Inc. 1966.

Provides a "how-to" approach to effective staff utilization in public schools; includes useful material and information for educators planning to initiate a differentiated staffing pattern.

Riessman, Frank. It's time for a moon-shot in education. New York University, New Careers Development Center, October, 1965.

Defines techniques that aides can employ thereby relieving high school student-teacher ratio; suggests techniques such as: dialect game, helper principle, role playing.

Riessman, Frank. New careers: a basic strategy against poverty. New York, A. Philip Randolph Educational Fund. 27 pp. Price: $0.50

Discusses new careers concept and model: careers vs. jobs, costs of new careers programs, use of anti-poverty strategy in new careers programs (providing jobs for unemployed), effect of the new careers model on civil rights, and as a catalyst for change; includes recommendations, training ideas.

Riessman, Frank. "The new careers concept," American Child, v. 49, no. 1, Winter, 1967, pp. 2-8.

Cites difference between new careerist and old nonprofessional; outlines foundations of new careers theory; analyzes its advantages with particular reference to the possibility of helping to bring about institutional change; stresses need for new careerists to unite and form an organization.

Riessman, Frank. New careers in education: a proposal prepared for Scientific Resources, Inc., New Jersey. Presented at a conference in Washington, D.C., March 15, 16, 1967, sponsored by SRI. 1967. 13 pp.

General Concepts (cont'd)

Proposes objectives: 1) to develop new career positions and career lines in schools for teacher aides and assistant teachers; 2) to develop program enabling nonprofessionals to move to certified service in schools; 3) to furnish teachers with trained nonprofessionals; 4) to stimulate development of a community school concept through use of aides; and 5) to establish clinical professorship to supervise training program; cites advantages of proposed program for new careerist and for teachers; presents mechanics of achieving objectives.

Riessman, Frank and Hermine Popper. Up from poverty: new career ladders for nonprofessionals.* New York, Harper and Row, 1968. 332 pp.

Presents a collection of articles by several contributors designed to serve as a handbook for practitioners; explores "public view, the view from inside, and the look ahead;" explores practices in a variety of specific programs; restates goals, potential and components of new careers for the poor; concludes that such programs represent encouraging approaches to system change.

Rioux, William J. "At the teacher's right hand," American Education, v. 2, no. 1, December, 1965-January, 1966, pp. 5-6.

Suggests utilization of aides as a resource to facilitate restructuring of school staff responsibilities and relieving teachers of many routine tasks, thus providing them with more time to teach; makes specific recommendations regarding role and function, training and preparation of aides; discusses teacher-aide relationships and utilization of aides in large school systems.

Rioux, William J. "Here are 14 ways to use non-teachers in your school district," Nation's Schools, v. 76, no. 6, December, 1965, p. 42.

Lists fourteen positions which can be filled by non-teaching personnel.

General Concepts (cont'd)

Rioux, William. Staffing for better schools. Washington, D.C., U.S. Gov't. Printing Office, 1967, 40 pp. (U.S. Office of Education) Publication no. FS 5. 233:23049. price: $0.30.

Discusses functions, training, and utilization of child care workers, home visit aides, lay readers and other paraprofessionals.

Rockwell, R.E. and M.L. Bittner. "Rating teachers and aides," Young Children, v. 22, no. 6, September, 1967. pp. 381-384.

Describes observation rating scale form designed for the evaluation of the performance of nonprofessionals and teachers; lists observable variables, and discusses rating score.

Schrag, P. "Editorial, volunteer in the classroom," McCalls Magazine, v. 95, no. 6, March, 1968, pp. 4-5.

Indicates housewives are going to school in increasing numbers to help and assist teachers with clerical jobs; claims the new use of paraprofessionals is as important as other major technological changes in the field of education; believes that federally funded programs and the increased need for school personnel is responsible for growth in the volunteer movement.

"The semiprofessional today," The Reporter (Central New York School Study Council, Syracuse) v. 19, no. 4, August, 1968. 29 pp.

Presents articles on semiprofessional utilization of aides, semiprofessional as a change agent, the nonprofessional in the library, the process of defining the semiprofessional's role, the role of change of the professional resulting from the use of aides.

General Concepts (cont'd)

Sexton, Brendan. The new caree movement: useful weapon against poverty. New York, Citizens Crusade Against Poverty. 1967.

Endorses new careers as strategy against poverty through economic development and services for poor; discusses hazards of bureaucratic inflexibility creating status positions that are hard to change, decrease in upward mobility; includes description of New York City model program; calls for sound training programs offering upward mobility through acquisition of job competencies.

Shaplin, Judson T. "Team Teaching," Saturday Review of Literature v. 44, no. 20, May 20, 1961, pp. 54-55.

Explains why team teaching can be more effective than regular classroom teaching; discusses roles of aides and other nonprofessionals.

Shipp, Mary. "Teacher aides: a survey," National Elementary Principal, v. 46, no. 6, May, 1967, pp. 30-33.

Discusses role of teacher in today's society; presents rationale for the use of aides; describes goals of aide utilization (taken from California school system report) which suggests that aides provide more child-adult contact and more individual help to children, that community-school relationships are improved, that jobs are provided for community members; lists teacher aide tasks, and responsibilities of both teachers and aides.

Simandle, Sidney and David Watts. "Let's start with auxiliary personnel," Kentucky School Journal, v. 45, no. 30, October, 1966, pp. 19.

Reports that use of teacher aides in instructional program in elementary and secondary schools is still in an experimental stage; suggests local school district's consideration of needs for assistants, sources of aides, inservice training, types of duties, and evaluation; lists responsibilities under four categories: high, low, intermediate and clerical; notes value of aides for increasing communication with community.

General Concepts (cont'd)

Singer, Ira J. "Survey of staff utilization practices in six states," National Association of Secondary School Principals Bulletin, v. 46, no. 270. January, 1962, pp. 1-13.

Attempts to measure the impact of innovation and experimentation; indicates that several schools have started to use teacher aides because of the current teacher shortage; lists kinds of aides that are employed and functions of these aides.

Sleisenger, Lenore. Guidebook for the volunteer reading teacher. New York, Teachers College Press, Columbia University, 1965. 51 pp.

Describes the specific problems of the disadvantaged reader; clarifies goals of volunteers; suggests ways to solve and understand some of the problems of this reader; presents possible procedure for the first meeting of student and volunteer; suggests activities, methods and materials, ways of helping children to read with understanding and appropriate books for remedial teaching; includes evaluation procedures.

Starie, J.H. and M. Stevenson. "Paraprofessionals, "National Education Association Journal, v. 56, no. 6, September, 1967, pp. 74.

Discusses role of aides in state teacher associations, need for associations to provide for aides; deals with the aide as a threat to the security of the professional and other questions raised by members of the associations and affiliates.

Steinberg, Sheldon S. and Eunice O. Shutz. "Junior colleges and the new careers program," Junior College Journal, v. 38, no. 5, February, 1968.

Offers overview of programs in junior colleges including objectives; suggests need for developing inservice

General Concepts (cont'd)

cooperative programs; includes new careers model, and its components, what junior colleges are doing in relation to new careers, role of the junior colleges in this area and a look toward the future.

Stocks, William D. "Searching for teachers within subcultures," Childhood Education, v. 42, no. 2, October, 1965, pp. 86-88.

Describes program designed to relieve teacher shortage and to interest Mexican-American subculture members in teaching; notes advantages of working with aides of culture similar to children; suggests methods of recruitment of teachers from aide group.

"Supervision of teacher aides clarified in SDE letter," Oregon Education, v. 41, no. 7, December, 1966, pp. 40.

Presents in letter form a legal interpretation of uses of aides; suggests need for certificated person available at all times as a requirement in Oregon.

Tanner, Daniel. "Teacher aides -- a job for anyone in our ghetto schools," Teachers College Journal, Columbia University, v. 69, no. 8, May, 1968, pp. 743-751.

Challenges concept of employing unskilled, semi-literate residents as aides in schools; discusses briefly problems resulting from this practice; concludes real problem of teacher shortage is only obscured by "new careers for the poor."

"Tasks to give teachers time for teaching," Idaho Educational News, v. 20, no. 7, March, 1966, pp. 8.

Examines National Education Association Time to Teach Project to determine most pressing problems facing teachers; describes parent volunteers.

General Concepts (cont'd)

"Teacher aides," School and Society, v. 95, no. 2286, January 21, 1967, pp. 38-39.

Restates National Education Association findings that teacher aides are being more widely used in schools; gives several examples of ways that aides can provide teachers with more time for instruction by releasing the teacher from clerical duties; includes a Florida report using 1,900 aides.

Teacher aides: current practices and experiments, National Education Association, Education Research Circular No. 5, Washington, D.C., July, 1960. 31 pp. (out of print) Price: $0.75

Presents composite view of programs using aides; includes definitions, recruitment and selection procedures, training situations; contains samples of job specifications and application forms.

Teacher aides in large school systems. National Education Association and the American Association of School Administrators, Educational Research Circular, No. 2, Washington, D.C. April, 1967. 59 pp. Price: $1.50

Discusses training, selection, recruitment, salaries, employment practices of auxiliary personnel in education in 200 school systems.

"The teacher and his staff," Virginia Journal of Education, v. 60, no. 2, November, 1966, p. 8

Cites growth in use of teacher aides; deals with aides of the future; includes section on aides' functions, job specialization for aides; gives statistics on aide utilization in California, New Jersey and Virginia; suggests that too much of teachers' time is spent on work aides could perform.

General Concepts (cont'd)

"Teacher stretchers: home visiting aides." American Education, v. 2, no. 7, July-August, 1967, pp. 27-28.

Notes and recommends use of teacher aides for home visiting in order to follow up on needs of children; describes how learning and sharing occur between teacher and aide.

"TEPS committee presents developmental hints for efficient use of auxiliary school personnel," The Indiana Teacher, v. 3, no. 5, May-June, 1967, pp. 275-6.

Discusses factors contributing to increased use of auxiliary personnel in schools and activities of the personnel; suggests guidelines for use of teacher aides; indicates activities which auxiliaries can perform with the teacher, individual pupils, and groups of pupils.

The classroom teacher speaks on his supportive staff. Report of the Classroom Teachers National Study Conference on the Classroom Teacher and His Supportive Staff, Washington, D.C., November 25, 26, 1966. National Education Association, 1967. 36 pp. price $0.25.

Outlines conference issues discussed: rationale for introduction of aides, selection and utilization of aides, possible blocks to reorganization of staffing patterns, role of teacher as focal point in educational process, need to identify levels of responsibility to aide.

Tillman, R.V. "Providing time for teachers," Educational Leadership, v. 13, no. 5, February, 1956, pp. 295-298.

Expresses the belief that teachers need some time off during the school day; claims that there is an increased number of out of class activities which consume the time of elementary school teachers.

General Concepts (cont'd)

Twist, D.E. "Improving instruction through more effective use of certificated personnel," Journal of Secondary Education, v. 43, no. 1, January, 1968, pp. 30-33.

States that aides are certified for employment in San Diego, California schools; reports aides function in many capacities; notes use of graduate students as part-time teacher aides; discusses threat the aides pose to the professionals and duties that aides can help to relieve.

"Using teacher aides," Minnesota Journal of Education, v. 46, no. 3, November, 1965, pp. 29.

Gives guidelines for optimum utilization of aides as prepared by Minnesota State Department of Education; suggests necessity of determining nature of teacher aide duties in setting up program and that housekeeping and clerical duties are appropriate; states that aide may not assist in teaching tasks because of noncertified status.

"Where aides fit; Lady Plowden explains," Times Educational Supplement, no. 2697, January 27, 1967, pp. 270.

Differentiates between teacher's aides and teaching aides.

Wiley, Wretha. Designing jobs and careers in model cities programs, New York University, New Careers Development Center, September, 1967. 20 pp.

Presents a developmental approach to job and career design using systems analysis; outlines career ladder; summarizes steps in implementing a new careers strategy.

General Concepts (cont'd)

Wiley, Wretha. Highlights of the educational component of the new careers program: a field report. New York University, New Careers Development Center, April, 1968. pp. 1-12.

Develops program goals: 1) providing useful general education leading to credentials for upward mobility; and 2) encouraging institutions of higher learning to explore educational innovations in serving student with varying needs; suggests program specifics in relation to selection criteria, resources for degrees, curriculum for training programs, and credit for on-the-job experience; discusses special problems involved in achieving these goals.

Wirth, A. "A new hierarchy for the teaching profession?" Changing Education, v. 1, no. 4, Winter, 1967, pp. 3-5.

Raises questions and criticizes NCTEPS report on the Year of the Non-Conference; warns that objective is more effective teaching, not better administration; expresses concern about merely having organizational rearrangement; suggests need for greater flexibility than NCTEPS report suggests.

"The year of the non-conferencc," North Dakota Teacher, v. 46, no. 5, December, 1966, pp. 13-14+.

Discusses three primary considerations: the use of auxiliary personnel, the specialist, the environment for staff development; encourages state and local agencies to carry out demonstrations of effective ways of change of jobs.

Models

Aides for Florida teachers. Tallahassee, Florida, State Department of Education. October, 1967. 21 pp.

> Presents general concepts of the role of paid teacher aide; suggests growing need for redefinition of teacher and aide roles; discusses historical background, increased use of aides, their duties, why aides are necessary, sources of aides, necessity of training aides and need for inservice education of teachers in use of aides; presents some debatable questions; indicates that there is an increase in teacher effectiveness by relieving the teacher of routine duties.

A new dimension in education: a report on the Newark teacher aide program. Prepared for the Newark Board of Education by Scientific Resources Inc., Union, New Jersey. 1967. 16 pp.

> Reviews Newark's experience in undertaking a large scale program to train and develop 237 teacher aides as a way of meeting the needs of educationally deprived children; describes the setting (population, disorders, schools, salary scale for teachers), program (training, design, recruitment, age, duties, responsibilities), results (limited dropout rate), preservice and inservice education, future of program, including statements by aides and teachers.

A program for the training of auxiliary educational personnel in the summer day elementary schools: a final report of the New York City schools. New York. Wilton Anderson, Director, August, 1967. 25 pp.

> Discusses six-week summer program utilizing paraprofessionals as a preparatory and trial period for a system-wide program to recruit, train and employ aides in the city schools in September 1967.

Atteberg, R.K. and B. Gibson. "Training teacher aides at Hanford." California Education, v. 3, no. 10, June, 1966, pp. 11 +

> Discusses adult education course to train women from poverty backgrounds to work as teacher aides; presents course content and activities and skills needed to help teacher and pupil.

Models (cont'd)

Bartlett, B.B. "Non-teaching assistants; a Southend experiment," Times Educational Supplement, no. 2615, July 2, 1965, p. 29.

Tells of successful utilization of assistants in non-professional capacities in public schools.

Benjamin, Judith et al. The CAP aide study: Interim Report No. 1 Evaluation of nonprofessionals in CAP. New York, National Committee on the Employment of Youth. April, 1966. 116 pp.

Reports on study aimed at assessing manpower implications of new roles for nonprofessionals (teacher aides and community aides) in CAP; analyzes the nature of nonprofessional roles, who fills them, their functions and duties, selection, recruitment, training, supervision, evaluation, and possibility of career development; focuses on aides in four northeastern areas; uses case study and interview techniques; reports conclusions and implications--new nonprofessional roles in CAP do not have promotional sequence, and seldom lead to permanent careers.

Bowman, Garda W. and Gordon J. Klopf. Auxiliary school personnel: their roles, training and institutionalization. New York, Bank Street College of Education for the Office of Economic Opportunity, 1966 (out of print).

Preliminary report on a study of 15 demonstration training programs conducted for the Office of Economic Opportunity; presents rationale and raises questions; discusses role definition, training practices and problems of integrating auxiliary personnel into the school system; offers recommendations in areas of training and institutionalization.

Bowman, Garda W. and Gordon J. Klopf. New careers and roles in the American school.* New York, Bank Street College of Education for the Office of Economic Opportunity, Report of Phase One of a Study of Auxiliary Personnel in Education, 1967. (out of print) 201 pp. Final report, 1968, 256 pp.

Describes 15 projects conducted during the first year of the study and analyzes in greater depth five projects which were continued in the second year; stresses flexibility in role development, innovative utilization of auxiliaries to support learning-teaching process; suggests specific stages in

Models (cont'd)

career development coordinated with work-study programs; presents illustrative cases of team training for professionals and auxiliaries on the job; offers recommendations for a wide range of areas in program development.

Bowman, Garda W. and Gordon J. Klopf. _Teacher education in a social context_.* New York, Mental Health Materials Center, 1966. 352 pp.

Reports on Project AWARE--a study of the training of school personnel who work with disadvantaged children and youth; describes programs utilizing auxiliary personnel, reports of conference held for project; offers historical perspective, present situation, profiles and case studies, recommendations and implications.

Boyles, Marion P. "A comparative study of pupil achievement and adjustment using instructional teams composed of teachers, teacher assistants and teacher aides." Unpublished doctoral dissertation. University of Georgia. 1967. 147 pp.

Reports on study; concludes that the self-contained classroom is advantageous.

Branick, John J. "How to train and use teacher aides," _Phi Delta Kappan_, v. 48, no. 2, October, 1966, p. 61

Presents Altoona, Pensylvania's one year on-the-job training program for teacher aides; briefly describes selection procedures; outlines requirements in terms of ability; presents five-point rating scale; discusses salary of aides.

Brewton, H. "Meanwhile in Florida," _Junior College Journal_, v. 34, no. 7, May, 1964, p. 21.

Discusses teacher aide program in which students majoring in teacher education at Gulf Coast Junior College were given classroom experience; states program aides students' personal growth.

Models (cont'd)

Browder, Gordon. "Senior citizens as teacher aides," Montana Education, v. 44, no. 8, February 1, 1968. pp. 1-2.

Presents general report on progress of program utilizing senior citizens as teacher aides; mentions institute to train these aides, and selection criteria.

Brown, Edward T. et al. The teacher aide in South Carolina: preliminary report of status study. South Carolina, Department of Education. July, 1967. 20 pp. (ERIC 014 455, mf $0.25)

Surveys current status of teacher aide in South Carolina; discusses selection and training, duties and education of aide.

Butler, Helen J. "A new dimension...training aides to teachers," Alumnae Magazine, Garland Junior College, October, 1965, pp. 12-15

Describes 1965 summer institute to train teacher aides at Garland; includes purpose of institute, composition of students, living arrangements, and selection procedure.

Career development and utilization of auxiliary personnel: program overview. Auxiliary Educational Career Unit of the Public Schools of New York City. New York. 1968-69. 9 pp.

Describes the career ladder program in a large, urban school system, wherein a tripartite approach is utilized to provide a new careers program for low-income neighborhood personnel; describes a training rationale as well as job description for instructional aides.

"Classroom helpers prove their worth," North Carolina Education, v. 33, no. 1, September, 1966. p35

Presents results of North Carolina's Comprehensive School Improvement Program which shows that teacher aides can definitely improve the learning program in North Carolina public schools; describes details of the program.

Dady, Milan B. Auxiliary personnel programs in rural America.* Morehead, Kentucky, Morehead State University for the Office of Economic Opportunity. 1968. 84 pp.

Models (cont'd)

Presents rural Kentucky design for institutionalizing auxiliary personnel in schools. recommends procedures for recruitment, selection, training and utilization of aides.

DeBernardis, A. "The new challenge for community colleges," AV Guide, v. 44, no. 12, December, 1965. pp. 34-35.

Briefly reports on Portland Community College's six month, six hour a day, program to train people in the use of audiovisual equipment in the schools; refers to trainees as instructional materials assistants.

Decade of experiment: 1951-1961. The fund for the Advancement of Education, Ford Foundation. 1961. pp. 43-67.

Discusses efficient use of teachers' time and talents in a section devoted to utilization of nonprofessionals in classroom situations; presents three prototypes of school systems overburdened and understaffed: 1) Bay City Plan (Michigan), 2) Yale-Fairfield Plan (Connecticut) and 3) Rutgers Plan (New Jersey).

Denemark, G.W. "Teacher and his staff," National Education Association Journal, v. 55, no. 9, December, 1966. pp. 17-19, 70.

Presents rationale for use of teacher aides; lists areas in which the teacher aide should be able to assist the teacher; briefly describes the functioning of aides at Huntington Beach, Calif.; deals with the need to recognize teachers as selective beings, and hence not versed in every field.

Edelfelt, Roy A. "Teacher and his staff," New York State Education, v. 55, no. 1, October, 1967. pp. 16-19.

Discusses need for aides; calls for reexamination of aide role in light of new technologies; deals with Lloyd Trump Model and Head Start models; gives illustrations at different levels; suggests future possibilities.

Models (cont'd)

"Educational leadership--teacher aides," Florida Research and Development Council Research Bulletin, v. 2, no. 1, March, 1966, pp. 14-35.

Suggests guidelines for optimal aide utilization based on available manpower and educational needs; presents statistical data on fifty Florida counties using aides including data on: selection, function, supervision and inservice training.

Education: an answer to poverty. Washington, D.C., joint publication of United States Office of Education and Office of Economic Opportunity. n.d.

Contains descriptions of many types of programs using federal funds; describes noncertified aides in the classroom, and lists roles that an aide can perform; concludes with brief summary of fund sources.

Edwards, William L. and Edward D. Coyen. Aides for adult education: a training program funded by the Ohio Board of Regents under Title I of the Higher Education Act. Final Report Cleveland, Ohio, Western Reserve University, 1967. 18 pp. (ERIC 014 664 mf $ .25)

Describes workshop, jointly held by Cleveland College and the Public School System to develop better classroom communication and more intensive learning situations for disadvantaged adult students; describes participation population, selection of aide population and teacher population; presents scope of training; states that in classes with aides more individual help was given to the pupil, and that teachers felt they could handle larger classes with the help of aides.

Models (cont'd)

Emphasis: the year of the non-conference, the teacher and his staff. National Education Association, Commission on Teacher Education and Professional Standards. Washington, D.C., 1967-68.

> April, 1967 issue offers articles on Capital Job Corps Center, Washington, D.C., Garland Junior College Training Program, and the Sumpter North Carolina Teacher Corps Training Program. October, 1967 issue visits Ferris High School, Spokane, Washington, where team teaching occurs, Experienced Teacher Fellowship in Kansas City, Missouri, and the Hastings School, Framingham, Massachusetts, Partnership Teaching Program. March, 1968 reports on five inner-city schools that have developed more effective programs for disadvantaged and minority group children and youth: Garfield High School in Seattle, Washington; P.S. 17 in Manhattan, Chicago, Los Angeles, and Syracuse.

Fibel, Louis R. "Preparation of paraprofessionals in junior colleges," National Education Association Journal, v. 57, no. 5, May, 1968. pp. 25.

> Briefly describes junior college program to train assistant teachers; uses Garland Junior College program as model; cites other junior colleges working in this area and suggests the need for further work.

Fishman, Jacob R. et al. "High school training for new careers in human services," National Elementary Principal, v. 46, no. 6, May, 1967. pp. 22-29.

> Discusses report of experimental program to train high school students for community service positions in the ghettos of Washington, D.C.; presents goals to develop motivation for learning, to train for flexibility of role, to initiate employment through academic curriculum integrated with work training programs; describes

Models (cont'd)

additional study of 28 students with school difficulties provided with remediation, on-the-job training, group counseling and academic remedial training.

Foster, Robert E. "In slow gear--volunteer teacher aides," The Instructor, v. 74, no. 1, September, 1964. pp. 136-7.

Reports on special education classes in Las Vegas which utilized volunteer aides to work with series of teachers on a rotating plan; discusses classroom structure, personality of teacher and permanent placement determined by skill of aide.

Freyman, L. "A-plus for our lay readers," National Education Association Journal, v. 53, no. 8, November, 1964. pp. 19-20.

Briefly describes program in Cleveland Heights for a group of highly selected, highly educated aides with college or publishing or writing experience, who served *as reading aides*.

General guideposts for teachers and teacher aides. Milwaukee, Wisconsin, Orientation Center Program for In-Migrant and Transient Children, Division of Curriculum and Instruction, Milwaukee Public Schools, April, 1966.

Presents general guidelines given to teachers and volunteer classroom aides in Milwaukee Public Schools; stresses role development as a tutor (individual or small group) to individualize the learning process and encourage higher motivation in students.

Greenberg, H. et al. "Valuable legacy of failure: Rochester work, education, training program," New York State Education, v. 54, no. 4, February, 1967, pp. 26-31.

Models (cont'd)

Discusses program where welfare recipients, school dropouts, etc. were used as teacher aides in a team teaching approach; states that aides were encouraged to take responsibility for performance of their jobs.

Henderson, Pat B. "Quality education through the use of instructional aides," Arizona Teacher, v. 55, no. 22, January, 1967, pp. 10-11.

Describes the program at Wilson School District in Phoenix, Arizona utilizing teacher aides in a wide variety of capacities; states that teachers were free to prepare, to do research and to identify teaching methods and techniques most successful with individual pupil needs.

"The how for teachers who will be using teacher aides for the first time." Mount Pleasant, Michigan, Central Michigan College, 1958. 5 pp.

Describes procedures contributing to success of teacher aide programs in 100 Michigan schools.

"How teacher aides feel about their jobs," National Education Association Journal, v. 56, no. 8, November, 1967, pp. 17-19.

Reports on findings of survey; indicates the individuality of the aide, the kind of job, the expectations of the school and the community are important variables; describes a number of individual aides, their backgrounds and rationale for becoming aides; notes that aides generally report that their assignments are interesting and rewarding.

"How the profession feels about teacher aides," National Education Association Journal, v. 56, no. 8, November, 1967, pp. 16-17.

Models (cont'd)

Presents statistical breakdown of NEA Research Division survey; data reveals: 19% of public school teachers have assistance from teacher aides, more than 77% of those with aides receive help with clerical duties, 18% with nonclassroom duties, 16% report help in large classroom activities, 13% in preparation of instructional materials and 9% related to classroom environment; results of survey indicate overwhelming majority of teachers felt aides were useful.

Human development program. Richmond Public Schools. Richmond, Virginia, 1965.

Briefly describes a teacher aide program as part of a general account of activities in six schools.

Johnson, William H. "Utilizing teacher aides," Clearinghouse, v. 42, no. 4, December, 1967, pp. 229-233.

Describes project at Ball State University in Indiana to evaluate paraprofessionals and their value in the school situation; refers to Bank Street College of Education's preliminary report in this area; suggests further inquiry into the aide functioning as more than a clerical assistant; suggests exploration of professional training of teachers to deal with teacher aides.

Kilroy, William J."Bonus to the classroom," Massachusetts Teacher, v. 45, no. 9, May, 1966, pp. 14-15.

Describes utilization of aides in programs at Greenfield and Worcester, Massachusetts where aides work primarily with deprived children; presents backgrounds of some of the aides in program; suggests satisfaction with use of aides; predicts increased use of aides in Massachusetts.

Models (cont'd)

Klopf, Gordon J. "Preparing educational personnel for disadvantaged children and youth. American Association of College Teachers Yearbook, 1966, pp. 322-336.

Reports on findings and recommendations of Project Aware; suggests a need for teacher education to further explore the possibilities of differentiated needs of children; summarizes findings of Project Aware: need for a more specific definition of "disadvantaged," a greater awareness of self, relevance and reality in school, and a need for study of organization and structure of learning.

Levenson, D. "Mothers bring their skills to school," Parents Magazine, v. 42, no. 2, February, 1967, pp. 48-9+.

Discusses the talents presented by mothers working in the Berkeley, California School Resource Program; briefly mentions a volunteer program in New York City where mothers help out in the schools.

Lippitt, Ronald and Peggy Lippitt. "Cross-age helpers," National Education Association Journal, v.57, no.3, March, 1968 pp. 24-26.

Describes program at Center for Research on Utilization of Scientific Knowledge, at University of Michigan, Ann Arbor; discusses design and implementation of program utilizing teenagers to help in classrooms; offers rationale for training and its effects on students, teachers and volunteers.

Lyon, Hank Jr. "Introduction to success: teenage trainees working with preschool youngsters," American Education, v.3, no.5, May, 1967, pp. 5-6+.

Describes teenage aide training program at Ohio University; includes comments by participants; notes value in creating job apprenticeships for future employment; indicates that teenagers displayed several qualities effective in helping them relate to younger children.

Models (contd)

MacLennan, Beryce. "New careers as human aides," Children v.13, no.5, September-October, 1966, pp. 190-194.

> Describes experimental program undertaken by Howard University, Center for Youth and Community Services, where 10 socially disadvantaged youth were trained as service aides for the schools; discusses findings that while education and training were important, the immediate job and career lines were crucial to success; describes Howard University model; job development, training of technicians, and value for youth; notes that training models are a link between vocational and formal education.

Malvesta, D. and E.L. Romayne. "Cops in the classroom," National Education Association Journal, v. 56, no.9, December, 1967, p. 71.

> Reports on Massachusetts program; lists objectives of program and its processes: to improve academics and to encourage social attitude change; suggests use of policemen as teacher aides; describes the positive results of this program.

Moody, Ferman B. "Teacher aide: description and analysis of a new staff position in selected Pennsylvania schools," Pennsylvania School Journal, v.116, no.7, March, 1968, pp.377+.

> Summarizes doctoral dissertation; includes procedure, findings, and recommendations about use of aides; discusses problem of study: to define present characteristics (current status), what should be future direction in use of aides in public schools in Pennsylvania; includes characteristics and qualification that aides should present; includes section on obstacles reported by persons participating in use of aides in this study.

Models (cont'd)

Newlin, Wayne. "It can be done; teacher aides can make a difference," Illinois Education, v.56, no.5, January, 1968, pp. 213-216.

> Suggests use of teacher aides for Illinois schools; discusses need for definition of role and function of the aide; believes that the use of aides should not be allowed to bring about an increase in class size; suggests ways of utilizing aides; talks about training needs, salaries and status for aides.

New partners in the American school: a study of auxiliary personnel in education.* New York, Bank Street College of Education for the Office of Economic Opportunity. 1967. 20 pp.

> Summarizes findings and recommendations of a two-year study of 15 demonstration training programs for auxiliary personnel and the professionals with whom they work; offers recommendations regarding role development, team training and institutionalization of auxiliaries with emphasis on school-college collaboration; analyzes problems and suggests action for the task ahead.

North Carolina: State Department of Public Instruction. The teacher aide in Carolina's comprehensive school improvement project. State Department of Public Education, Raleigh, North Carolina, May, 1966, 30 pp. (Publication #395.)

> Discusses teacher aide program in North Carolina; contains responses to questionnaire given to aides, teachers and administrators; discusses roles of nonprofessionals and professionals; indicates need for aide training, more male aides, salary increments for aides.

Models (cont'd)

Norwalk plan of team teaching, 1961-62 and 1962-63. Norwalk, Connecticut, The Norwalk Board of Education.

> Describes growth of team teaching program with its differentiated roles and wage scales for team leaders, teachers, and teacher aides; explains the incorporation of aides into program at no extra cost; defines aide functions as lay readers, study hall monitors, clerical aides, and teaching interns.

Otterness, J. et al. "Teacher aides in Minnesota," Minnesota Journal of Education, v.44, no.4, November, 1963, p. 20.

> Suggests that free time be given to teachers using aides, that teachers be given free lunch time to improve the morale and effectiveness of teachers; includes replies to a questionnaire: "Does your school use aides? What are their responsibilities? Are aides effective? What do you see as the value of aide utilization?"

"Parents take over," North Dakota Teacher, v.45, no.8, April, 1966, pp. 43.

> Describes the work in several states of volunteer aides performing nonteaching tasks in classrooms.

Passett, B.A. and G.M. Parker. "A report on a demonstration project: the poor bring adult education to the ghetto." Adult Leadership, v.16, no.9, March, 1968, pp. 326-328.

> Presents brief, yet detailed report of training project enabling 24 poor people to provide educational experiences to 700 adults in 6 urban ghettos in New Jersey; discusses training and its aims: to test new methods of bringing adult education to residents of low income areas, to test capabilities of 3 training resources; discusses trainees,

Models (cont'd)

recruitment, selection criteria, their educational attainment prior to entering the program; discusses trainers: Bureau of Community Services, Extension Division, Rutgers University, Scientific Resources, Inc., and Atlantic Human Research, Inc.; presents program costs, functions aides were trained to perform; offers important conclusions and recommendations with evaluation of the three training models.

Pino, E.C. "Teacher aides are in," Grade Teacher, v.83, no.9, May, 1966, pp. 183-185.

Describes how teacher aides work with teachers in California school district and perform clerical, housekeeping, and other paraprofessional duties; presents background required of aide: clerical experience, some college education, experience with children; cites problems that may be created because of use of aides.

Pruger, Robert. The establishment of a new careers program in a public school. Contra Costa Council of Community Services, Walnut Creek, California, New Careers Program Publication No. 107, March, 1966. 63 pp. price $1.00.

Presents new careers program to train and employ unemployed indigenous adults as school community aides in Richmond Unified School District, California; discusses problems of recruitment, selection, training and role definitions.

Rast, Gerhardt D. "A cooperative study for the better utilization of teacher competencies, as seen by a school administrator," v. 7, no. 2, June, 1965, pp. 119-125.

Examines program in view of five administrative needs: education program, finances, buildings, personnel, community relations; concludes with positive evaluation of Bay City experiment from an administrator's viewpoint.

Models (cont'd)

Rivers, W.C. "Teacher aides may set you free," Texas Outlook v. 50, no. 10, October, 1966, pp. 42-43.

Reports on 1965 survey of Texas Public School Administrators, asking their opinions on improved quality of instruction through the use of aides to assist teachers in performing nonteaching duties; indicates strong support for idea of improvement through the use of aides; suggests need for careful selection, professional supervision, placement of aides, inservice training, and dialogue to inform public and staff of aide program.

Samter, Eugene. "Teacher aides--an aide in teaching?" New York State Education, v. 51, no. 1, October, 1963, pp. 21.

Shows utilization of aides is high through canvass of 800 major New York State school districts; draws implications from survey; indicates careful aide selection and initiation of program in response to demonstrable needs is important for success.

Schauland, Mabel. "Workshop trains teacher aides," Minnesota Journal of Education, v. 47, no. 6, February, 1967, pp. 23.

Describes a one-week workshop for teacher aides from 13 Minnesota towns; includes activities at all grade levels; emphasizes increasing effectiveness of teachers in the classroom; evaluates program as successful for both the aides and the staff personnel.

"School aides," New Jersey Education Association Review, v. 39, no. 5, January, 1966, pp. 298-300.

Reports results of 1963 survey undertaken by the New Jersey Education Association revealing that 26 districts were employing aides to provide duty-free lunch periods for teachers; results of other surveys indicate that aides were being used to assist teachers in kindergarten and primary grades providing clerical and secretarial help (in OEO programs); suggests guidelines for developing school aide program; presents rationale for use of aides.

School Aides at Work. Albany, New York; Catskill Area Project in Small School Design (Oneonta, N.Y.), State University, College of Education. 1959.

Describes use of school aides in Catskill area; lists jobs performed by aides; includes guidelines for starting a school aide program.

The School-Community Coordinator Service: Report on School Community Service Program Developed by Philadelphia's Great Cities School Improvement Program, 1959-1965. Philadelphia, Pennsylvania; Division of Pupil Personnel and Counseling, 1966.

Describes new role of school-community coordinator for the nonprofessional in Philadelphia schools; offers prescriptions for use of nonprofessionals in school and community relations.

School volunteer early childhood program fact sheet. New York, School Volunteer Program, New York City Board of Education, 1966.

Summarizes objectives, activities, implementation of aides working in pre-kindergarten, kindergarten and first and second grades.

Serrette, William. "Senior citizens program at Billings is successful," Montana Education, v. 44, no. 9, February 20, 1968, pp. 18-19.

Describes program utilizing senior citizens as teacher aides performing a variety of tasks on several age levels; includes comments of teachers, and aides indicating acceptance of aides.

Models (cont'd)

Shalen, Marcia. School Volunteer Program. New York Board of Education, School Volunteer Program. 1966.

> Describes structure and services offered by a ten-year-old program of volunteers in New York City elementary, junior, and senior schools.

Stevens, Jody. "Need for teacher aides," Texas Outlook, v. 51, no. 5, May, 1967, pp. 54-55.

> Describes publication developed for training program at Supplementary Education Center in Pearland, Texas: A Study Guide for Classroom Teacher Aides; lists in partial form functions and responsibilities grouped as follows: classroom climate for learning, instructional related responsibilities, administrative and clerical tasks, and pupil supervision.

Survey of public school teacher aides, fall 1965. Albany, New York: Bureau of School and Cultural Research, New York State Department of Education, April, 1966, 25 pp.

> Contains statistical data on 3,134 teacher aides in 428 New York State schools, on functions, sex, ratios, educational level, salary levels. Lists (in appendices) duties in categories under job descriptions and a survey questionnaire of administrators and aides.

"Teacher aides," Research Bulletin, Florida Educational Research Council, Gainesville, Florida, v. 12, March, 1966, pp. 14-35.

> Reports results of survey of Florida Public Schools showing that 50 counties use teacher aides; 37% are salaried; 10% are volunteers only; states that functions, duties, rationale for use of aides, and age groups they worked with varied; indicates differences also found in recruitment and selection procedure; states that the educational level attained by the aide was an important factor; presents examples of tasks performed by aides; concludes that survey indicated increased utilization of teacher aides.

Models (cont'd)

"Teacher aides," School and Society, v. 95, no. 2286, January 21, 1967, pp. 38-39.

Briefly reports on National Education Association report on use of aides in Florida schools.

Teacher aides, part II. Connecticut Education Association, Hartford, Connecticut, May 1967. 5 pp.

Reports on survey concerning use of teacher aides in public schools in 1966-67; indicates data based on questionnaire; lists towns, number of aides, duties, rate of pay, minimum educational requirements.

"Teacher aides in public schools." National Education Association, Research Bulletin, v. 45, no. 2, May 1967. pp. 37-39.

Presents information obtained in 1966 questionnaire from school systems; includes discussions of grade levels aides work at, salaries, hours of work, duties, educational requirements, selection, training and supervision, and trends in the use of aides.

Teacher aides in the classroom, a New England study. The New England Educational Assessment Project, Providence, Rhode Island: November, 1967. 36+ pp.

Reports on a study of status of aides; presents information dealing with current functions of teacher aides in New England school systems; bases evaluative judgments on statements by classroom teachers directing aides, and administrators employing aides; includes: citing of other studies on aides in the classroom, methods and techniques of survey, statements by the five New England State Departments of Education on the utilization of aides, reactions of professional organizations to the use of aides, and results of the teacher aide study; notes increased use of aides since 1960 and increased performance of ancillary tasks in classrooms by aides; suggests need for further study, need for inservice and preservice training, and the need for providing direction to teachers on the use of aides.

Models (cont'd)

"Teacher aide program: a research report of the Minneapolis Public schools."* Minneapolis, Minnesota, Special School District No. 1, 1966, 37 pp. 1967, 21 pp.

Presents evaluation of 1966-67 school year programs utilizing teacher aides; offers general descriptive overview of the program and statistical information on distribution and utilization of aides; describes aides' participation in the program and a breakdown of a questionnaire indicating the aides' aspiration levels; analyzes aides' duties in the schools; reports in detail an experiment to determine if teacher aides can be used effectively to help develop reading readiness in kindergarten children; results indicated that the teacher aide could be used effectively in this capacity, and that children gained more in reading readiness when aides were present in the classroom.

Teacher education --an urgent matter. A Report to the Commission for Higher Education, State of Connecticut. New York, Academy for Educational Development, Inc., 1966.

Discusses Connecticut's future need for teachers and suggests that more experimentation be done in use of paraprofessional personnel.

"Teachers helpers," Senior School, v. 89, no. 13, January 6, 1967, pp. 2-4.

Briefly describes advantages and major points related to need for teacher aides; discusses ESEA title I, Project Head Start, national school volunteer program and other private, state, and county programs.

Models (cont'd)

Training for New Careers. The President's Commission on Juvenile Delinquency and Youth Crime. Washington, D.C. The Center for Youth and Community Studies, Howard University. 1965. 107 pp. (Document available from U.S. Government Printing Office, Washington, D.C., price: $0.60)

> Reports on project to provide knowledge and experience for setting up long-range demonstration programs for the selection, recruitment, orientation, training, and utilization of deprived youth as human service aides in community programs; suggests rehabilitation, vocational education and supervised work experience combining more realistic career expectations; includes discussion of psychological nature of deprived youth and their communities; discusses the focus of the initial program.

Trione, Verdun and Joseph Caliguri. "A proposed study in the use of teacher aides in the public schools," *Nevada Education*, v. 3, no. 3, February, 1967, pp. 14-15, 20-21.

> Represents a broad empirical investigation of teacher aides by identifying their duties, staff utilization of aides, in Clark County Schools, Las Vegas, Nevada; includes nature of study, methodology, findings, summary, suggestions for further study.

The use of teacher aides in Colorado. Denver, Colorado, Colorado Department of Education. September, 1968. 23 pp. Price: $0.75

> Presents positive position statement of the Colorado Board of Education; includes suggestions for preplanning, recruitment, selection, placement of aides, preservice and inservice education for aides, and possible functions.

"Using auxiliary personnel: a study by Bank Street College of Education," *Michigan Education Journal*, v. 45, no. 26, April 1, 1968, p. 29.

Models (cont'd)

Comments on study done by Bank Street College with focus on Detroit project; includes findings of Bank Street College's preliminary report; expresses the belief that the use of auxiliary personnel in the classroom enhances the quality of education.

Valdez, R.F. "Noon-duty assistant program," National Education Association Journal, v. 53, no. 4, April, 1964, p. 63.

Discusses program employing nonteaching personnel at schools in Alhambra, California as lunchtime aides; describes positive aspects of program and use of aides in program.

Weisz, Vera C. "Becoming a teacher aide for young children," Childhood Education, v. 44, no. 4, December, 1967, pp. 256-7.

Briefly discusses a six-week training program at Garland Junior College to train aides for teachers.

Weisz, Vera C. and Eunice C. Goodale. Overview of the child study program at Garland Junior College, Boston, Massachusetts, 6 pp.

Discusses the objectives of the two-year program to train assistant teachers at Garland and a summer institute to train aides to teachers; includes information on their age, socio-economic background, selection, and program objectives.

Training

Becker, Harry A., Ed. Working with teacher aides.* New London, Connecticut. Croft Leadership Action Folio No. 7, 1968. Price: $4.50 per set.

> Presents three-in-one resource manual for school administrators, classroom teachers and teacher aides; offers discussion guides in each section giving overview from specific staff position; contains worksheets and exhibits of types of problems and materials staff may be confronted with.

Carr, Constance, et al. Guide for trainers of education auxiliaries* New York University, New Careers Development Center.

> Presents curriculum topics and new careers training techniques for trainers who must develop and implement training programs in the field of education; includes several model workshops to guide trainers in planning sessions.

Fine, Sidney. Guidelines for the design of new careers. Kalamazoo, Michigan, W.E. Upjohn Institute for Employment Research. September, 1967. 23 pp. Price: $0.25

> Offers technical and strategic guidelines for design of new careers; creates titles to reflect career commitment; discusses levels of tasks, training, supervision, salary increments; suggests directing new career opportunities to the poor.

Fishman, Jacob R. and Avis Y. Pointer. New careers: entry-level training for the human service aide.* Washington, D.C., University Research Corporation. March, 1968.

> Explains "new careers" concept and need for training; indicates training design to meet staff needs, job development, and remedial training; details basic processes involved in entry-level training.

Fishman, Jacob R., et al. New careers development program: new careers in human services. A manual of organization and process. Washington, D.C. University Research Corporation. n.d. 60 pp.

Training (cont'd)

Provides picture of problems and issues involved in developing and operating a new careers program; discusses conception of program and overall design, recruitment and selection, job development, training program techniques and curriculum, and training of trainers and orientation of supervisors.

Fishman, Jacob R., et al. New careers development program: leadership training for new careers; the nonprofessional counselor, supervisor, and trainer. Washington, D.C., University Research Corporation. n.d. 112 pp.

Discusses report based on Howard University Institute for Youth Studies to train and develop positions for a group of disadvantaged young adults in the human services; discusses program design, staff development, selection process, phase one of training, assessment of trainee performance, curriculum, instruments for training.

Fishman, Jacob J., et al. New careers: generic issues in human services. A sourcebook for trainers.* Washington, D.C., University Research Corporation. 1968. 68 pp.

Functions as a sourcebook for trainers to help them anticipate issues and problems arising during "new careers" training programs; offers curriculum guides in areas of study needed by new careerists in all the human services (education, health, welfare, law enforcement) covering: the individual in society, the world of work, human growth and development, human needs, communication skills, poverty, race relations, consumer needs.

Fishman, Jacob R., et al. New careers: a manual of organization and development. A sourcebook for trainers.* Washington, D.C., University Research Corporation. April, 1968, 15 pp.

Presents sourcebook for trainers providing picture of problems involved in developing and operating new careers program in human services; includes entries on conception and overall design, recruitment, and selection, job differentiation, training programs, techniques and curriculum, and training.

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Training (cont'd)

Fishman, Jacob R. et al. Position description for new careers: entry-level . Washington, D.C., University Research Corporation, New Careers Development Program.

Presents a collection of position descriptions to assist in the job development phase of new careers development; includes a variety of entry-level positions.

Fishman, Jacob R. et al. New careers: the teacher aide. A manual for trainers* Washington, D.C., University Research Corporation, October, 1968. 40 pp.

Anticipates many of the problems and issues that frequently arise in teacher aide training programs and suggests solutions for them; discusses the crucial question of job descriptions and presents job descriptions for teacher aides at the preschool, elementary, and secondary level.

Fishman, Jacob R. and Shirley Terris. New careers: procedural guide for program development. A sourcebook for trainers.* Washington, D.C., University Research Corporation. April, 1968, 40 pp.

Presents sourcebook for program developers; includes outline of steps for proposals and program development model, sample proposal for funds, bibliography.

Morgan, Vinona L. and Patricia H. Greene. Child care and guidance; A suggested post-high school curriculum. Washington, D.C., U.S. Government Printing Office, F.S. 5.287:87021, 1967. 59 pp. Price: $0.40

Offers help to persons developing training programs for teacher assistants in child care and guidance; describes a two-year course of study; discusses 11 program objectives; outlines administrative problems, goals for students, teaching methods to achieve these goals; lists books, articles, pamphlets, films, periodicals useful for training program; includes in appendices course outline, questionnaire from former students, suggested inexpensive equipment, program cost breakdown, glossary of terms.

Training (cont'd)

The nonprofessional in the educational system. Washington, D.C., Community Action Program, Office of Economic Opportunity, June, 1966.

Suggests how communities may analyze their needs and resources; outlines a program to train nonprofessionals to serve in schools; recommends: 1) consultation between school and community to ascertain needs, 2) methods of determining who will have aides assigned to them, 3) how to develop career ladder, 4) roles that aides could be trained for, 5) possible selection criteria, 6) joint training of aides with teachers and administrators; describes sources of planning assistance and funding.

Riessman, Frank. Issues in training the new non-professional.* New York University, New Careers Development Center, March 1967. 29 pp. (Prepared for Subcommittee on Training, National Manpower Advisory Committee).

Looks at some problems and offers approaches to training of the nonprofessional and his trainer; offers brief model for attaining maximum efficiency and effectiveness in training nonprofessional; makes recommendations for trainers working with aides; concludes by citing overall effective training designs.

Riessman, Frank. "Strategies and suggestions for training nonprofessionals,"* Community Mental Health Journal, v.3, no.2, summer, 1967. pp. 103-110.

Presents problems related to introduction and training of nonprofessionals in various structures; proposes new approaches to on-the-job training and coordination of training and supervision; discusses problems related to role ambiguity; offers recommendations relating to the group interview in the selecting of aides, the formation of nonprofessional groups, the development of career lines.

Training (cont'd)

SRI teacher aide training systems kit.* New York, The Macmillan Company, 1967.

Offers a detailed program for training of teacher aides; contains administrators' manual (with scheduling and planning techniques), trainer's manual (training curriculum outline), Teacher Aide Programmed Instruction Skill Series (with sections on supervisory and machine skills), Teacher Aide Audio-Instructional Narrative Casebook, the world of the new teacher aide, and a teacher aide discussion paper series intended to deal with problems pertinent to both teacher and aide such as: learning about learning, how children learn, how the schools are changing, how to bridge the gap between the school and the community; suggests day by day guidelines and plans for the training process of the aide in a team situation.

SRI educational effectiveness laboratory.* Scientific Resources Inc., Union, New Jersey, 1968.

Describes a one-week training package for the development of necessary leadership skills to create an effective administrative team.

PRESCHOOL

General Concepts

Goldstein, D. "Teacher aides: the Indianapolis plan may lend itself to your school," The Instructor, v. 76, no. 2, October 1966, pp. 31-33.

> Contains discussion of teacher aides in preschool center; states that aides: contribute knowledge of their community and its residents, bridge gap between parents and teachers, have access to parents, speak language of community, serve as role models for community children; concludes that aides should be encouraged to continue their schooling and obtain certification.

Goodale, Eunice C. and Vera Weisz. "Assistant teachers and teachers' aides training and roles of auxiliary personnel for early childhood education programs. Boston, Mass., Garland Junior College. 9 pp.

> Briefly lists selection criteria for teacher assistants and aides, qualities looked for, training hours and courses for assistant teacher and aide and duties for assistant teacher and aide.

Howe, Harold. "Manpower deficit: rationale for bold action," School Management, v. 10, no. 8, 1966, pp. 57-59.

> Expresses the belief that the shortage of teachers may help us to face the need for using subprofessionals and clerical help in the schools; discusses need for supervision and job ladder; suggests use of nonprofessionals in nursery schools to provide babysitting for teachers and mothers; also talks about: administrative problems, use of volunteers, teacher training and inservice training.

General Concepts (cont'd)

Lawson, E. "Role of the auxiliary: teaching in the truest sense," *Times Educational Supplement*, no. 2587, December 18, 1964, p. 1137.

Expresses the belief that when auxiliaries assist the teacher in routine tasks, they are really teaching because teaching goes on all the time in the Infant Schools, and not simply with the presentation of a lesson; indicates that the auxiliary is a valuable person in informal education of children.

"More work for wives-nursery assistance," *London Times Educational Supplement*, no. 2559, June 5, 1964, p. 1566.

Addresses Nursery School Association Conference; argues for course for mothers of school age children reentering the job market; suggests that career ladder and training be used to recruit more teachers.

Steere, Caryl, et al. *Indian teacher aide handbook*,* Tempe, Arizona, Bureau of Publications, Arizona State University, College of Education, 1965. 161 pp.

Offers syllabus for training teacher aides for preschool programs on Indian reservations; discusses rationale, methods for understanding young children in terms of guidance and learning patterns, program planning, directions on use of audiovisual material.

"Taking a less rigid view of job for auxiliaries," *Times Educational Supplement*, no. 2583, November 20, 1964, p. 931.

Constitutes a plea to teachers to take a less rigid view toward measures which could ease teacher shortage; mentions that support for these measures is given by Association of Headmistresses; presents advantages of use of auxiliary personnel in "infant schools," as well as teacher opposition.

General Concepts (cont'd)

Volunteers in the child development center programs. Washington, D.C., Project Head Start Community Action Program, Office of Economic Opportunity, n.d.

> Discusses selection, recruitment and orientation of volunteers for Child Development Center; describes orientation and training.

Models

Anastasiow, Nicholas J. An evaluation of the kindergarten teacher assistant project II. Palo Alto, California, Unified School District, July, 1966. 11 pp. (ERIC ED 907, mf $.25) (proposal report 43-370-02-0104).

> Describes project utilizing teacher assistants as second teacher in kindergarten classrooms; aims to determine effect of their presence on culturally deprived children in an enrichment program; states that results of research indicate improved verbal proficiency, more small group activity, more child-to-child interaction in small groups, more efficient handling of classroom routine, more observational time for teachers, more attention given to children's language development.

Filson, Susan. "Teacher aides prove worth in Head Start," Washington Post, February 19, 1966.

> Reports on thirty teacher aides hired in Montgomery County, Virginia Head Start Program; finds majority of aides parents of participating children; concludes that program provides income for low income homes, opportunities to learn new ways of dealing with children and an enthusiastic parent group for program.

Gilkeson, Elizabeth C. "Kindergarten close-up; how to help an assistant help you," Grade Teacher, v. 83, no. 7, March 1966, pp. 48-9+

> Illustrates and describes situations in a kindergarten class as an aide begins her first assignment; includes dialogue between teacher and assistant; indicates the sharing of difficulties, learning and planning.

Models (cont'd)

Naylor, Naomi. Curriculum development program for preschool teacher aides. final report. Edwardsville, Illinois, Southern Illinois University, Center for the Study of Crime, Delinquency, and Correction, 1967. 121 pp. (ERIC document ED 013 122, mf $.50.)

Reports on project to train unemployed youth as aides and to develop training materials; discusses training models, selection criteria, evaluation; describes a 16-week training institute, and its findings; recommends continued use of nonprofessionals with provision for inservice training and additional educational opportunities.

Pope, Lillie and Ruth Crump. "School dropouts as assistant teachers," Young Children, National Association for the Education of Young Children, v. 21, no. 2, October, 1965, pp. 13-23.

Discusses assistant teacher training program set up by JOIN in cooperation with the New York City Board of Education to train unemployed school dropouts, age 16-21 in a 16-week training session for work with prekindergarten; describes selection and training procedures.

Weisz, Vera C. A junior college's approach to training auxiliary personnel in education.* Washington, D.C., Research and Demonstration Division, Community Action Programs, June 1968, 66 pp. (U.S. Office of Economic Opportunity).

Reports in detail a model for "training aides to teach" program at Garland Junior College; discusses program of 25 trainees of diverse backgrounds recruited from Boston area for a six-week in-residence summer institute involving weekly seminars in role-playing, individual counseling and remedial reading; lists program objectives of helping to alleviate teacher shortage, increasing number of trained semi-professionals for early childhood programs and broadening the learning of trainees.

Training

Rubow, Carol "The effectiveness of three training methods for teacher aides working in preschool classrooms." Unpublished doctoral dissertation. Peabody College for Teachers. August, 1967, 347 pp.

> Presents study of three training methods for aides: 1) discussion lecture; 2) participation with trainee assisting in classroom and discussion of experience with aides; 3) combination of both 1) and 2); includes methods of study, findings and recommendations.

ELEMENTARY SCHOOL

General Concepts

Anderson, Robert H. "The people who work with teachers," Teaching in a World of Change. New York, Harcourt, Brace and World. 1966. pp. 109-131.

Extensively reviews efforts that are being made to maximize teacher efficiency through the utilization of support personnel by attempting to shed light on emerging career roles in the schools and on the ways in which existing roles are changing.

"Auxiliary school personnel in the elementary school," National Elementary Principal, v. 44, no. 6, May, 1967. pp. 1-100.

Supports the concept of utilization of auxiliary personnel in the elementary school with 13 articles focusing on concept of auxiliary personnel; discusses who auxiliary personnel are, selection of auxiliary personnel and criteria of selection, and their training needs; suggests work to be done to prevent use of aides as a gimmick.

Devita, J.C. "A day in the life of a teacher aide," A.V. Instructor, v. 13, no. 5, May, 1968, p. 502.

Gives a realistic view of the audiovisual aide's duties and functions and participation as a member of a team; a training program is available from author at Benjamin Franklin Middle School, 165 Flax Road, S. Norwalk, Conn. 06854.

Grayson, Jan. "Teacher aide: mother," Elementary School Journal, v. 62, no. 3, December, 1961, pp. 134-138.

Gives an account of methods of working and communicating with a first grade parent aide.

Perkins, Bryce. Factors which have influenced the development of the role of the paraprofessional in the public elementary schools of Norwalk, Connecticut. Doctoral dissertation. New York University, 1961. (Available for $2.00 from the Norwalk Board of Education, 105 Main Street.)

General Concepts (cont'd)

Focuses on the definition of the role of the paraprofessional; identifies certain factors associated with development of new role and contributions towards new and promising practices in the public schools.

Perkins, Bryce, and Harvey A. Becker. Getting better results from substitutes, teacher aides and volunteers. Successful School Management Series. Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1966.

Provides a "how-to" approach to effective staff utilization in public schools; includes a wealth of useful materials and information for educators planning to initiate a differentiated staffing pattern.

Models

A program for the training of auxiliary educational personnel in the summer day elementary schools: a final report of the New York City schools. New York, Wilton Anderson, Director. August, 1967. 25 pp.

> Discusses six-week summer program utilizing paraprofessionals as a preparatory and trial period for a system-wide program to recruit, train and employ auxiliary personnel in the city schools in September, 1967.

"Bay City Michigan experiment: a cooperative study for the better utilization of teacher competencies -- a symposium," Journal of Teacher Education, v. 7, no. 2, June, 1956, pp. 1-100.

> Focuses on the Bay City experiment; lists guidelines for employment, training, duties of teacher aides; presents issues viewed by a child psychologist, curriculum specialist, program director, administrator of a teacher education institution, a classroom teacher, school administrator; states that there is a large source of competent, capable manpower available within the community for aide positions.

Bazeli, Frank P. "An in-depth evaluation of the school service assistants project in two inner-city junior high schools." Unpublished doctoral dissertation, Wayne State University, 1967. 278 pp.

> Reports on doctoral study of Huchins and Miller Junior High Schools in Detroit to determine success of the School Services Assistants Project, funded by OEO, in the Detroit public schools; includes description of procedures, and detailed conclusions based on the stated objectives of the proposal.

Brackett, Pearl. "Substitute training at Belmont," National Elementary Principal, v. 46, no. 6, May, 1967, pp. 18-21.

> Presents a program designed to use and train aides as substitute teachers in Belmont, Baltimore elementary schools; describes six training sessions, focusing on attendance record-keeping, use of audiovisual equipment, philosophy of elementary education in Baltimore; discusses problems faced by substitutes, personal care and classroom visiting.

Models (cont'd)

Burkhardt, Ann Strayer. "The trained volunteer and the elementary library." American School Board Journal, v. 150, no. 3, March, 1965, pp. 15-16.

> Reports on the use of volunteer Library Committee Chairmen in Darien, Conn. Elementary Schools supervising a volunteer staff performing clerical and desk roles; states that chairmen were trained in standard library procedures in 8 sessions.

Career development and utilization of auxiliary personnel: program overview. Auxiliary Educational Career Unit of the Public Schools of New York City. New York, 1968-69. 9 pp.

> Describes the career ladder program in a large, urban school system, wherein a tripartite approach is utilized to provide a new careers program for low-income neighborhood personnel; describes a training rationale as well as job description for instructional aides.

Carroll, Lucille. "A cooperative study for the better utilization of teacher competencies as seen by a classroom teacher," Journal of Teacher Education, v. 7, no. 2, June, 1956, pp. 142-147.

> Claims that Bay City is an ideal teaching environment because of good teachers, good supervision; expresses the feeling that research shows a need for better use of teacher competencies.

Chase, Francis S. "A cooperative study for the better utilization of teacher competencies as seen by an administrator of a teacher education institution," Journal of Teacher Education, v. 7, no. 2, June, 1956, pp. 132-136.

> Reports on a two-day visit to the Bay City experiment; doubts that controversy raised is as much about the Bay City experiment as it is a question of educational professionalism; indicates that the use of the aide depends upon teacher competencies.

A cooperative study for the better utilization of teacher competencies. A report prepared for the Central Michigan College of Education. Mount Pleasant, Michigan, Central Michigan College, 1955, 32 pp.

Models (cont'd)

Reports on the first two years of a project using aides in oversized classrooms in the elementary schools of Bay City, Michigan.

Delara, E. "Teacher aides in junior high school," Clearinghouse, v. 42, no. 4, December, 1967, pp. 234-237.

Describes, from a principal's viewpoint, the San Francisco Educational Auxiliary Program utilizing volunteer aides to tutor children in a remedial program; indicates the value of the bonds formed between tutor and child as a deterrent to dropouts.

Duty-free lunch periods for elementary school teachers, Educational Research Service Circular No. 4, 1968. 20 pp. price: $1.25

Discusses study of teacher's lunch time; presents teacher aides as the "how" of duty-free lunch periods for teachers; includes data on school system, length of pupil and teacher lunch periods, who supervises children during teachers' free time, rate of pay of this person.

"East Harlem parents' experimental first grade," School and Society, v. 96, no. 2302, February 3, 1968, pp. 66-67.

Discusses parent controlled East Harlem block schools using teacher aides in each classroom; briefly describes program and funding sources.

Hayes, Charles H. "Team teaching in culturally deprived areas," National Elementary Principal, January, 1965, v. 44, no. 3, pp. 60-65.

Reports on Pittsburgh Team Teaching Program utilizing team mothers; describes duties and inservice training program for the mothers.

Hinmon, Dean E. "Morris experiments with college students as teacher aides," Minnesota Journal of Education, v. 46, no. 8, April, 1966, pp. 17-19.

Models (cont'd)

Describes program in which college juniors spend a minimum of three hours per week for ten weeks working in elementary classes; lists vast variety of functions performed; evaluates program as being of high value, indicating that students do not acquire commitment to teaching through course work alone.

Humphreys, Robert J. and Craig C. Jackson. "Teacher aides," West Virginia School Journal, v. 94, no.1, September, 1966, pp. 14-16.

Describes introduction of aides to West Virginia Elementary school classrooms; suggests need for good introduction of plan by principals, training of aides, preparation of professional staff for working with aides and careful selection of aides; evaluates aides as a tremendous value because of their connections with the community.

Hymes, James L. "A cooperative study for the better utilization of teacher competencies as seen by a child psychologist," Journal of Teacher Education, v. 7, no. 2, June, 1956, pp. 126-131.

Presents child psycholigist's observation of Bay City project; indicates greater concentration on quality of program than on utilization of aides; criticizes limitation of experimental design.

Innovations for time to teach. Report: time to teach. Washington, D.C., Department of Classroom Teachers, National Education Association, 1966. pp. 113-147, price $2.00 paper, $3.00 cloth.

Describes three programs using aides in chapter on "Paraprofessional Tasks;" discusses role of "school technician" as developed at Lone Oak Elementary School, which replaces the role of "teacher aide" and involves aide in defining functions to be performed.

Models (cont'd)

Joy, Adena, "System and role conflict inherent in the 'new careers' concept." Unpublished doctoral dissertation. University of California, Berkeley, 1968. 337 pp.

Discusses program using low-income parents as classroom aides in an elementary school setting; analyzes system and role conflicts found in program for their causes and consequences; states that these conflicts, although inherent in the nature of a new and cross-cultural program, appeared to be subject to some control and alleviation; suggests recommendations for improving teacher involvement, administrative liaison, role definition and human relations education.

Leep, Albert G. and A.H. Shuster. "High school students as teacher aides," Education Digest, v.33, no.7, March, 1968, pp. 26-28.

Describes teenage teacher aide program developed by Ohio University to provide assistants in rural Appalachian schools; includes research design to develop effective programs to train aides and suggests appropriateness of using high school students; includes brief evaluation.

Leep, Albert G. and Dick B. Tracey. "Teacher aides: teenage teacher aide program," Ohio Schools, v.45, no.7, October, 1967, pp. 26-29.

Reports on teenage teacher aide program initiated in summer of 1966; details program objective; to prepare economically deprived teenagers to work as teacher aides in kindergarten and primary grades; discusses evaluation of aides by teachers; includes duties most often assigned to aides and lists skills teachers suggest that aides be taught; indicates that this program also contributed to the personal growth of the teenagers, and that they felt that the program was helpful.

Models (cont'd)

Linger, Bernard L. Institute in music for Southeastern Kentucky area elementary public school teacher aides. Final Report. Union College, Barbourville, Kentucky, July, 1967. (Project #67-007-001) (ERIC 015 363, mf $0.25)

Describes a two-week institute in music for 19 teacher aides; includes use of phonograph records, group singing, classroom instruments, rhythmic dance and relationship of music to acoustics, sociology, art, geography; offers suggestions for aides and trainers.

Martin, Maunell. "An aide in action," Arizona Teacher, v. 54, no. 4, March, 1966, p. 25.

Describes performance of library aides at Window Rock School on a Navajo reservation; discusses their service as models and symbols of success for other Navajo Indians, thereby encouraging them to complete their education.

McClusky, Dorothy. "Excerpts from the Bay City experiment as seen by a curriculum specialist," Journal of Teacher Education, v. 7, no. 2, June, 1966, pp. 111-118.

Discusses theoretical basis for study; evaluates utilization of teacher aides in elementary classroom; expresses belief that study fails to validate hypothesis.

Miller, W.W. "Clerical help," National Education Association Journal, v. 52, no. 8, November, 1963, p. 32.

Reports on pilot program utilization of clerical aide for five first grade teachers.

Moody, Ferman B. "Teacher aide: a description and analysis of new staff positions in selected Pennsylvania public schools." Unpublished doctoral dissertation, Pennsylvania State University. 1967. 167 pp.

Models (cont'd)

Study poses the questions: "What are the present characteristics and what should be the future direction for use of teacher aides in public schools?"; employs research techniques to review literature in the field, to interview personnel and develop correspondence; study concludes that the use of the title "teacher's aide" is most common and that it evolved by functional description; lists personality characteristics for aides; suggests evaluative procedure for working with aides.

Park, Charles. "A cooperative study for the better utilization of teacher competencies, as seen by the director of the experiment," Journal of Teacher Education, v. 7, no. 2, June, 1956. pp. 108-110.

Offers background on proposal for Bay City experiment; presents rationale, data from experiment, description of experimental study, guiding principle; describes Bay City Teacher Aide Plan, employment criteria, training and evaluation; presents conclusions of study.

Roberts, Edward R. "A teacher aide curriculum at Rio Hondo Junior College: its implementation, effectiveness and evaluation as related to its use within Los Nietos School District." Los Angeles California University, March, 1967. 38 pp. (ERIC document no ED 016 452, mf $0.25)

Traces development of two-year program to train teacher aides for service in elementary schools; describes curriculum leading to Associate of Arts degree; outlines course content; presents examples of an attitude scale and evaluation form; lists duties of aides; defines criteria and procedures for evaluating aides; reviews similar programs in four other districts; summarizes reaction to use of aides; quotes sections of California education code.

Rulon, Phillip J. "A cooperative study for the better utilization of teacher competencies as seen by an education experimentalist,"Journal of Teacher Education, v. 7, no. 2, June, 1956, pp. 137-141.

Models (cont'd)

Criticizes experimental results of Bay City experiment as experiment designed for expedience rather than quality.

Schmitthausler, Carl Marvin. "Analysis of programs using nonprofessional teacher helpers in public elementary school classrooms." Unpublished doctoral dissertation. University of California, Berkeley, California. 1966, 235 pp.

Compares four elementary school programs in which non-certified classroom helpers assisted the teachers; states that employees were paid in three of the four districts; cites conclusions based on evidence that when teachers participated in selection of aides, there was an increased performance (better performance) by that aide; states that when discretion of task assignment was left to teacher, aide experienced greater satisfaction in tasks.

Shadgett, John N. "An analysis of certain teacher aide functions in selected elementary schools in Florida." An unpublished doctoral dissertation. Florida State University, 1967, 111 pp.

Includes comparative analysis of services performed by aides, draws conclusions about use of aides and makes recommendations; describes research techniques; suggests including use of teacher aides in the training of teachers in preservice education.

Shields, Rosalie. "Teacher assistants to the rescue," School and Community, v. 53, no. 4, December, 1966, p. 31.

Describes a sixth grade classroom where teacher requested help with a difficult class; notes brief work with aide indicated that her competencies were extensive and that teacher did not limit her assistant to nonteaching functions; discusses formulation of assistant/teacher team which enabled two and three level teaching to develop; recommends extended use of aides when their competencies indicate such.

Models (cont'd)

Snyder, Fred A. "Teacher's perception of paraprofessionals," Contemporary Education, v. 34, no. 4, January, 1968, pp. 145-147.

Cites research supporting use of paraprofessionals; refers to study of Indiana elementary school teachers' perception of assistants; describes research techniques and findings; states that three most frequent jobs aides do are: clerical work, marking papers, classroom arrangement; presents scale used to determine helpfulness of aides; notes that positive attitudes are necessary for any change.

Stafford, Curt. "Teacher time utilization with teacher aides," Journal of Educational Research, v. 56, no. 2, October, 1962, pp. 82-88. Price $1.00.

Examines effect of aide utilization/teacher time utilization in the Bay City experiment; finds: professional preparation activities did not increase, clerical work decreased, teachers unable to offer individual attention when aides were absent;suggests need for involvement in instructional tasks, not only clerical.

Stinnett, T.M. "Bay City experiment, an editorial," Journal of Teacher Education, Supplement 7, no. 2, June 1966, pp. 98+.

States journal devoted to a description and informal appraisal of the Bay City experiment in use of teacher aides; cautions that aides shouldn't replace or be used as substitutes for competent teachers.

TAP: The Teacher Aide Program. Model Schools Division of the Public Schools of the District of Columbia and the Washington School of Psychiatry, Washington, D.C. March, 1967, 118 pp.

Reports role sensitivity approach to training aides in model schools of Washington, D.C. conducted by Washington School of Psychiatry; explores goal to develop effective

Models (cont'd)

methods of training teacher aides to work in elementary schools attended by children from low income families; discusses advantages to children and teacher when another person is in the classroom who can relate directly to the children; explains recruitment, selection, training content and remedial help for aides, institutionalization; concludes that the carefully selected and then trained aide can enhance children's self image and school attitude, reduce teacher's workload enabling her to spend more time teaching; discusses enthusiasm of aides about training program and gained insight into dynamics of interpersonal relations.

"Teacher aides are a reality in Rockland," Maine Teacher, v.26, no. 5, December, 1965, pp. 22.

Describes utilization of three teacher aides in three elementary schools in Rockland, Maine as trainees in a work experience program funded by the Office of Economic Opportunity; lists duties performed by aides; suggests that there was great feeling of satisfaction in use of aides.

Teacher Aide Program: A Research Report of the Minneapolis Public Schools,* Minneapolis, Minnesota, Special School District No. 1, 1966, 37 pp.

Offers objectives of Minneapolis Teacher Aide Program: 1) to give teachers more time, 2) to assist teachers in routine duties, 3) to form a school-neighborhood liaison, 4) to give children the opportunity to relate to other adults; gives evaluation by participating and nonparticipating teachers, criteria for assignments of aides, specific job functions performed by aides; recommends maintaining flexibility, securing male aides, and salary advancements.

Models (cont'd)

Teacher assistants: an abridged report of the Yale-Fairfield study of elementary teaching, New Haven, Connecticut, Fairfield Public Schools, February, 1959. 52 pp.

Gives rationale of critical shortage of teachers; describes aides in four experimental programs and seminars for training of aides; offers conclusions and raises questions.

To open that door: summary of a plan for action on the problems of Baltimore's disadvantaged people. Baltimore, Maryland, Steering Committee for a Plan for Action, Human Renewal Program, November, 1964.

Discusses preparation of disadvantaged for productivity in a technological period; suggests use of auxiliary personnel in schools including work in early admissions for slum children in summer enrichment programs and supplementary teaching services for grades three, four and five.

Turney, David T. Secretaries for teachers. Nashville, Tennessee, Department of Education, Peabody College of Education, 1962, 41 pp.

Reports a study and experiment in the use of secretaries for classroom teachers by Peabody College in cooperation with the Ford Foundation; finds that field experiment in four public school systems results in: 1) employment of secretaries as an effective way to relieve teachers of routine clerical work, 2) the positive evaluation by teachers of program warranting further exploration of this staffing pattern by administrators and school boards.

"Volunteers serve as reading aides in Trenton schools," New Jersey Education Association Review, v. 40, no. 2, October, 1966, pp. 58-59.

Models (cont'd)

Reports on anti-poverty grant to train college educated housewives to serve as volunteer teacher aides in elementary school reading programs; indicates aides established good relationships with children, showed commitment, and high level of performance.

Wynn, D. Richard and Richard W. DeRemer. "Staff utilization development and evaluation: subprofessionals and paraprofessional personnel," Review of Educational Research, v. 31, no. 4, October, 1961, pp. 394-405.

Cites results of Bay City experiment and deals with other techniques and orientation necessary for maximum utilization of staff; includes an evaluation of team training; discusses staff selection, teacher aides, mechanical aides, staff relationships and staff morale in regard to team training.

SECONDARY SCHOOLS

General Concepts

Diederich, Paul B. "Reader, aides and technician," Harvard Graduate School of Education Bulletin, v. 6, no. 1, September, 1961.

> Appeals for the use of aides stating that they are nonthreatening; suggests that aides be encouraged to reach higher professionalism; focuses particularly on high school English as subject area.

Highman, Jean S. "Lay reader program is one answer for improving student writing," Montana Education, v. 42, no. 4, November, 1965, pp. 15-16.

> Discusses use of lay readers correcting compositions in a ninth grade class; stresses the idea of a team effort where the teacher has confidence in her reader.

SECONDARY SCHOOLS

Models

Becken, Elliot D. "Medford's teacher aides," Oregon Education, v. 40, no. 16, May, 1966, pp. 8, 29, 32.

Describes the Ford Foundation funded program in Medford, Oregon utilizing aides to perform duties as reader aides, administrative aides, and teacher aides; includes program for high school student and Neighborhood Youth Corps members as clerical aides; results indicate an enriched instructional program.

Bloomenshire, Lee L. "Team teaching in San Diego...first year," The Bulletin of the National Association of Secondary School Principals. v. 44, no. 252, January, 1960, pp. 181-196.

Describes team teaching with college students used as aides, in San Diego, California; concludes with comments by teachers, principals, and aides about program.

Bovinet, Wesley G. "Glenbrook reports on four experiments on staff utilization," Bulletin of National Association of Secondary School Principals, v. 44, no. 252, January, 1960, pp. 244-253.

Describes team teaching where geometry and general science are taught with the help of teacher aides.

Braun, R.H. and James Steffensen. "Grouping, acceleration, and teacher aide experiments in Urbana secondary schools," Bulletin of the National Association of Secondary School Principals, v. 44, no. 252, January, 1960, pp. 305-315.

Describes Urbana, Illinois high school project using aides and teachers in typing, shorthand, general business and bookkeeping classes; discusses evaluation procedure.

Models (cont'd)

Cawelti, Gordon, "Special study: how high schools innovate," Nation's Schools, v. 79, no. 4, April, 1967. pp. 56-88.

Reports upon national survey of status of 27 innovative practices among accredited high schools; includes data on existing teacher aide programs; states study was jointly prepared by North Central Association of Colleges and Secondary Schools and Institute for Development of Educational Activities.

Davis, Donald A. "The Fennville teacher aide experiment," Journal of Teacher Education, v. 13, no. 2, June, 1962, pp. 189-190.

Describes Fennville Michigan School system experiment to measure effectiveness of teacher with and without aides on behavior of students in ninth grade home economics classes; reports that teacher aides perform clerical and semi-professional tasks; finds that in relation to marks, days absent, sign-ups for following year, general test scores, and scores on the California Mental Maturity Test students benefited in the use of aides in their classroom.

Erickson, H.G. "Helena reports on high school English teacher aide program under Title I Elementary and Secondary Education Act," Montana Education, v. 43, no. 1, September, 1966. pp. 26-27.

Discusses nine-week experimental program utilizing aides in a wide range of tasks; concludes that teachers felt program was worthwhile because it allowed them more time to work with individual students.

Gilitnan, Betty. "Organization of a lay reader program," Journal of Secondary Education, May, 1964. v. 39, no. 8, pp. 230-232.

Describes program at Andrew Hill High School in San Jose California geared to increasing quantity and quality of written material prepared by students in English classes; states that lay readers and teachers met to agree on common standards for grading, time schedules; includes mimeographed guide to program with instructions for teachers and lay readers; reports common grade symbols adapted.

Models (cont'd)

Logan, E. "Divide the load, multiply the learning: the Rutgers plan for teaching English," Saturday Review Education Supplement, v. 64, no. 49, August 19, 1961, pp. 42-43.

Describes Rutgers Plan to reorganize classes and introduce lay readers to aid in reading and evaluating papers to upgrade secondary English preparation.

Marks, M.B. "Assistant Teacher," National Association of Secondary School Principals Bulletin, v. 48, no. 290, March 1964, pp. 56-60.

Describes team teaching concept introduced at Los Angeles High School consisting of two teachers per team: one is a master teacher, the other is an assistant; explains that assistant has a college degree but no education courses, or teacher training.

Nesbitt, W.O. and P.O. Johnson. "Some conclusions drawn from the Snyder, Texas project," The Bulletin of the National Association of Secondary School Principals, v. 44, no. 252, January, 1960, pp. 63-75.

Explains Snyder Project to relieve teachers by using clerical and secretarial aides enabling extra teacher's time to enrich content of course work, and to try new techniques through better planning.

Newman, Richard S. Aides for teachers: a report prepared for the Research and Development Council, Tamalpas Union High School District, Larkspar, California. September, 1965. 79 pp. (ERIC 015 mf $0.50)

Surveys literature and programs in San Francisco Bay area; concludes aides provide a useful service to teachers by relieving professionals of clerical tasks; provides suggestions for program development and evaluation, teacher attitudes, team training; includes job descriptions for aides.

Models (cont'd)

Scanlon, W.J. "Increased services of master teachers assisted by teacher aides and clerical help," The Bulletin of the National Association of Secondary School Principals, v. 41, no. 228, April, 1957, pp. 265-267.

> Describes St. Paul Minnesota High School music teachers' utilization of a full-time clerk doing clerical, general bookkeeping, general housekeeping and administrative work.

Thompson, Scott D. "The emerging role of the teacher aide," Clearinghouse, v. 17, no. 6, February, 1963, pp. 326-330.

> Presents description of teacher aide role as experienced in Homestead High School, Sunnyvale, California; recommends team training on the job; suggest careful definitions of functions to avoid confusion and conflict and to get optimal performance from the aides.

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